

Answer key

Note: You can use contractions to answer the questions, e.g. 'I am working' → 'I'm working', 'she has done' → 'she's done', etc.

1 Our people

Listening Part 4

1 A 7 B 1 C 6 D 4 E 5 F 8 G 3 H 2 2 Students' own answers 3 Students' own answers

2 Suggested answers: A his/her underwater adventures, out in all weathers B out in all weathers C complete dedication to his/her craft D perform a new trick, complete dedication to his/her craft E a few of his/her recordings F what it would be like tomorrow G digging at some excavation or other, out in all weathers, the first person to set foot in a place H the first person to set foot in a place, out in all weathers, his/her underwater adventures

4 1 B 2 G 3 D 4 A 5 E 6 E 7 F 8 D 9 G 10 A

Recording script CD1 Track 2

Speaker 1: You know, it's funny because when I was a kid I was never really aware of just what an extraordinary woman my Aunt Patty is. I mean, she's always lived in the same town as us, but she was always away working so I didn't really see too much of her, to tell the truth. Not till much later, that is, when she invited me to come out on one of her trips – I guess I must have been fourteen or fifteen by then probably – and it was a real eye-opener to see her at work. I mean, she was doing what many people think is a man's job. She'd be out in all weathers, even in these really mountainous seas, but you know she never used to panic – she just got on with the job whatever the danger. She seemed to know just what to do even when things got really rough. She was just totally in her element and she impressed me no end.

Q1

Q6

Speaker 2: For my dad nothing was too much trouble, especially when people showed a bit of interest in what he was up to. You know, when he was working – he's retired now, well more or less anyway – he'd be digging away at some excavation or other and members of the public, visitors, would just come up to him and start talking to him and he'd drop whatever he was doing and, you know, even if he was tired because he'd been working all day, he'd probably give them a tour of the site and a free lecture on top of that. Personally, I wouldn't have that sort of patience. I'm more like my mum in that way.

Q2

Q7

Speaker 3: Yeah, yeah, my brother's a real perfectionist too. You know, he's been getting this new show ready recently and he's been going to incredible lengths to get this new trick right. Yeah, right, yeah, like he's been practising and practising in front of this video camera he's got for weeks, it seems – it's been driving the rest of us mad! Yeah. You see, he plays it back afterwards, the camera I mean, to check you can't see how it's done from any angle. He just wants to hoodwink absolutely everyone in the audience even though they're usually only just kids, so he goes on and on till he's got everything absolutely perfect.

Q3

Q8

Speaker 4: Ivan was really one of my dad's mates, but as he was single and a really good friend of Dad's, we counted him as one of the family. And he was incredibly generous with us kids – always came back with some unusual gift or other from his trips. And then he'd sit down with us and help us do our schoolwork and so on. We loved him and we loved his stories of his underwater adventures and the strange creatures he'd seen. He made it sound as if he'd been doing something extremely dangerous and he'd been incredibly brave. All tremendously exaggerated, no doubt, but we lapped it all up.

Q9

Q4

Speaker 5: Margo was one of my mother's cousins, actually. Personally, I never got to know her well because she was always travelling here and there – she had so many engagements.

Q5 I have got a few of her recordings from her younger days, though. The sound quality is not too good now because we've listened to them so many times, but I think her playing really

Q10 does reflect her optimism and joy. You just wouldn't suspect that she was going blind at the time. What courage in the face of such an affliction, don't you think?

Grammar

Verb forms to talk about the past

1 2 b 3 a 4 e 5 h 6 g 7 d 8 f

2 *would* + infinitive, *used to* + infinitive 3 past continuous 4 past perfect simple 5 past perfect continuous 6 present perfect continuous 7 present perfect simple

3 1 left 2 has been studying, has not gone/been 3 came, started, was making, continued 4 had, had been working / had worked, had not been wearing / was not wearing 5 grew, belonged / had belonged, have sold

4 2 never used to bring 3 would always ask 4 used to be 5 built 6 used to know 7 have come 8 have gradually been changing 9 used to go 10 were 11 would look

5 2 were 3 was 4 hadn't organised 5 didn't take 6 have been invited 7 have only been living, has lived 8 haven't noticed

Reading Part 1

2 Text 1: b Text 2: a Text 3: c

3 *Suggested answers:* 1 That the bookseller could tell her as much about the country's history as she could learn from reading a book. 2 People in the family were more relaxed and talked and joked more openly than the people the author had eaten with in the mountains. 3 Mel used the remote control, thereby breaking a rule in their relationship. 4 He likes watching television, he likes clear rules in his relationships, he's a little frightened by his girlfriend. 5 They would have preferred her to have become a lawyer although they said she should do what she liked; they never

dreamt that she would become a fisherman.

6 By working on the boat for longer than any of the other crew members.

4 1 D 2 A 3 D 4 C 5 C 6 C

Vocabulary

Collocations with *give*, *do* and *make*

1 B

2 2 gives does 3 ~~did not show~~ did not give 4 give make 5 correct 6 made given 7 give make 8 correct 9 made given 10 give make

3 2 give 3 make 4 give 5 give 6 do 7 make 8 make 9 give

Use of English Part 4

1 d

2 1 a 2 c 3 b

3 1 adjective 2 noun 3 noun 4 noun

4 1 warm 2 job 3 force 4 life

5 1 position 2 running 3 take 4 strict 5 switched

Speaking Part 1

1 a 1, 3, 4 b 2, 5, 6, 7, 8

2 Nagwa: 2 Carlos: 6

Recording script CD1 Track 3

1

Nagwa: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly – she'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation.

2

Carlos: Q6 One of the best is really from the summer vacation which we always used to spend together as a family at the seaside and going out fishing with my dad in a small boat. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

3 1 F 2 T 3 T 4 T

Recording script CD1 Track 4

- Teacher: Nagwa, can you tell me, have you ever had the opportunity to really help a friend?
- Nagwa: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly – she'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation.
- Teacher: Thank you. Carlos, a question for you. What's your happiest childhood memory?
- Carlos: One of the best is really from the summer vacation which we always used to spend together as a family at the seaside and going out fishing with my dad in a small boat. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.
- Teacher: And Nagwa, what is the best way for people visiting your country to make friends?

Writing Part 1 A letter

- 1 your friend Elena 2 informal 3 *Students should underline*: letter saying whether you think she should study at the college ... and giving your reasons, Should come because ..., worried about feeling lonely, friend I made the first day, want to have time off, our free-time activities, are the teachers good? Our teacher is great because ...
4 *Suggested answers*: she'll learn a lot of English, expensive but good value for money, interesting people, chance to visit the region, good social life, excellent teacher(s), etc.
- 2 1 Yes 2 informal 3 you'll learn so much English, you'll make plenty of friends, plenty of free time, visited quite a few places, playing tennis, having a really good time, teacher is excellent, she's experienced and interesting, Do come if you can – you won't regret it!
- 3 2 actually met 3 were sitting 4 had been 5 we've been doing 6 I've already visited 7 joined 8 we've played 9 I've been having 10 She's taught 11 was 12 actually used to teach

2 Mastering languages

Starting off

- 1 2 switch 3 fashionable loanwords
4 mother tongue 5 a bit rusty 6 pick up
7 an excellent command 8 highly articulate
9 accurately 10 fluency 11 persuasion

Recording script CD1 Track 5

- Woman 1: Where I live people tend to be bilingual – they
Q1 speak the regional and the national language
Q2 and they switch between languages with ease.
As a result, they seem to find it easier to learn other languages as well. At least I know quite a lot of people who speak several foreign languages.
- Man 1: People do worry a bit about how the language is changing. I think, due to globalisation I
Q3 suppose, lots of fashionable loanwords are coming into the language, particularly from
Q4 English, so my mother tongue is not at all the same as it was, say, fifty years ago. Personally, I don't know if that's a bad thing – I mean, if people find it easier to express themselves using loanwords, then perhaps they should.
- Woman 2: I find it frustrating because I spent years trying to reach an advanced level but now my English has got a bit rusty because I don't use it very often and that's a pity.
Q5
- Man 2: I spent years at school studying Spanish and never learnt to speak it well. I guess I should have been sent on an exchange to a Spanish or a Mexican school for six months or thereabouts 'cause everyone knows that living in the country, you just pick up the language naturally and that's just about the best way to learn it.
Q6
- Woman 3: I'm really dedicated to studying languages.
Q7 I aim to achieve an excellent command of
Q8 English, which means becoming highly articulate and being able to use the language
Q9 accurately and effortlessly.
- Man 3: Language is a tool for achieving other things and, frankly, I wouldn't consider accuracy to be as important as fluency when learning a foreign language. I think the main thing is to make oneself understood.
Q10

Woman 4: We live in a highly competitive world. Countries compete with each other, employers compete with each other and people compete. Consequently, we should be teaching young people to use language for persuasion rather than self-expression. It's all very well being able to say what you think and feel, but you've got to be able to sell yourself, sell your product, achieve your aims.

Reading Part 2

- 2 talk to a native speaker; start with parts of the body, then common objects; after learning the nouns you can start to make sentences and get attuned to the sounds
- 3 Para 2: How Ken learnt languages Para 3: The biological basis of language Para 4: Ken's origins Para 5: A language Ken helped save Para 6: Ken's involvement in language theory Para 7: Reasons for protecting languages under threat

4 1 B 2 G 3 F 4 A 5 E 6 D

Vocabulary

Collocations with *make*, *get* and *do*

1 2 make 3 get 4 made 5 done

2

make	get	do
a comment, a decision, a mistake, an effort, a point, a proposal, a suggestion, an apology, complaints, changes, friends, the right choice, use of something, an improvement	a job, a qualification, business, further information, money back	a job, a course, activities, business, exercise, harm, one's best, some shopping, sport, household chores, the cooking

3 2 receive get 3 give make 4 turn make
5 make do 6 achieve do 7 make do
8 practising doing

Listening Part 1

2 1 C 2 B 3 C 4 A 5 C 6 A

Recording script CD1 Track 6

Extract One

Woman: It's actually a remarkable book, Colin, and particularly because, unlike other travel writers, you've managed to get behind the scenes, talk to ordinary Mongolians in their own language and on their own terms. How in fact did you go about learning Khalkha? Did you go to classes?

Colin: Not exactly. I'd done that for Russian and Chinese, both of which I now speak fluently, but for Khalkha, well, I thought I should pick it up while I was there, you know, learn it on my own and in my own way, so as soon as I arrived I settled into a flat and immersed myself in the neighbourhood and just started talking to people and getting to know them.

Woman: And now you speak it fluently?

Colin: Well, I reckon I can more or less hold my own in a conversation.

Woman: And what do you think is the key to good language learning? Do you have to be naturally gifted?

Colin: Well, obviously for an adult it helps to have some sort of gift, and that's not something we've all got. Being fairly outgoing and uninhibited helps too. I mean, you won't get very far if you're scared of making a fool of yourself, but basically it's application. It's really getting down to it, whatever the circumstances, and getting stuck into it because, you know, any language you learn is going to be more complicated than maths, and you don't learn maths just by being uninhibited!

Woman: Eventually, while you were there you had the amazing experience of being invited to live with a Mongolian family, didn't you? Tell us a little about that ...

Extract Two

Rajiv: I mean I remember the trauma as a small child of ...

Susan: Come off it, don't exaggerate! Trauma!

Rajiv: I'm not! Let me finish! The trauma of learning how to spell – you know, they used to give us dictations in class to make sure we knew things like putting a double 'p' in 'approve' and spelling 'right' with 'GHT'. It's frankly absurd.

Susan: But it's part of the character and beauty of the language – not everything has to be reduced to something functional.

Rajiv: Maybe not, but as a language teacher it would make my life a lot easier ...

Susan: I wonder if that's true – after all, it's not you but your students that get into trouble with bad spelling. Anyway, nowadays with spellcheckers that's hardly their biggest handicap.

Rajiv: But they just don't know how to say new words correctly!

Susan: Then perhaps it's your teaching methods that need reforming!

Rajiv: You've really got it in for me today, haven't you? Anyway, I got to thinking about all this some time ago when I came across something in a magazine quite by chance. One thing it mentioned was that spelling reform would cut the space it takes to write something by about fifteen percent. Imagine: newspapers, libraries and bookshops with fifteen percent more room!

Susan: And think about having to reprint every book and replace every road sign. I think you're being unrealistic, quite honestly. Mind you, I've read a lot about dyslexia amongst English kids and apparently our complicated spelling system is a major factor there ...

Rajiv: If you can call it a system.

Susan: So you might have something there.

Extract Three

Simon: Doing a job interview in English is becoming a common experience for many people from overseas, Peggy, but what can they do to avoid coming a cropper?

Peggy: Q5 Well, Simon, the problem is that the candidate often lacks the sort of cultural background that would stand them in good stead in these situations, with the result that while their English is up to scratch, their responses take the interviewer by surprise. You know, a

question like 'What do you most enjoy about your present job?', where the interviewer is expecting something about the challenge or working with friendly colleagues or such like, and the interviewee is completely thrown because in some cultures people don't necessarily equate work with pleasure at all.

Simon: It's more for making ends meet.

Peggy: Exactly. And at the same time, because they're nervous, they may be less expressive than normal anyway and this may also show up in their gestures and so on as well. In fact, for many jobs, especially jobs where language skills are not absolutely essential, interviewing isn't necessarily the best way of selecting the right employee anyway. And this goes for native speakers just as much as for people from overseas. A better approach might be to set up a simulation of the job in question so as to see whether the candidate has the skills and attitude they're looking for. Anyway, interviewers need to realise that they can't always expect people who've recently arrived from abroad to deal with interviews in a way that they, the interviewers, would find natural.

Simon: So the fault is often more with the interviewer, not the interviewee?

Peggy: Yes.

Q6

Use of English Part 3

① *Suggested answers:* *care:* carer, caring, uncaring, careful, carefully, careless, carelessly, carefree; *critic:* criticise, criticism, critical, critically, uncritical, uncritically; *child:* children, childhood, childlike, childish, childishly, childishness, childless; *break:* broken, unbroken, breakable, unbreakable, unbreakably, outbreak, breakdown; *occasion:* occasional, occasionally; *force:* forceful, forcefully, forcible, forcibly, enforce, reinforce; *deep:* deepen, depth, deeply, deepening; *fragile:* fragility; *friend:* friendly, friendliness, unfriendly, unfriendliness, friendship, befriend, friendless

② 1 -ise, -en 2 -ion, -ment, -hood, -ity, -ship 3 -less, -able, -ly, -ful 4 -ally, -ly

- ③ *Suggested answers: verbs:* -ify (intense – intensify); *nouns:* -age (bag – baggage), -al (arrive – arrival), -ant (participate – participant), -ance/-ence (interfere – interference), -dom (free – freedom), -ee (employ – employee), -er/-or (instruct – instructor), -ism (liberal – liberalism), -ist (motor – motorist); *adjectives:* -al (logic – logical), -ial (face – facial), -ed (embarrass – embarrassed), -en (wood – wooden), -ese (Japan – Japanese), -ic (base – basic), -ing (embarrass – embarrassing), -ish (child – childish), -ive (act – active), -ian (Mars – Martian), -like (business – businesslike), -ly (friend – friendly), -ous (mountain – mountainous), -y (snow – snowy); *adverbs:* -wards (back – backwards), -wise (clock – anticlockwise)

- ④ *Incorrectly spelled words:* happening, development, reference, really, beautifully, truthful, dissatisfied, irregularity, undeniable, usable, refusing, basically, argument

- ⑤ 2 beginning 3 successful 4 government
5 environment 6 really

- ⑦ 1 They investigated thousands of possible names, they run competitions amongst their employees, they check possible names for legal and linguistic problems. 2 The names are not legally available in all countries, the name is not pronounceable, the name may be irrelevant or taboo.

- ⑧ 1 savings 2 reality 3 actually 4 development
5 acceptable 6 unsuccessfully 7 competition
8 submitted 9 unusable 10 irrelevant

Grammar

Expressing reason, purpose and result

- ① 2 g 3 f 4 h 5 b 6 a 7 e 8 d
② 1 a 1, 2, 4, 6 b 5, 7, 8 c 3
2 a so as b with the intention of, due to
c so, with the result that, in case, otherwise
③ 2 For 3 because of 4 so that 5 in order not to

Speaking Part 2

- ② 1 Yes 2 chef demonstrating to a group how to prepare a dish, coach telling team how to win match, tactics, both tough explanations, but the coach has the toughest explanation because it's a large group of people, match might be crucial, has to use words, not screen.

- ③ actually, obviously, perhaps, probably, really

Recording script CD1 Track 7

Bethia: OK, there's one picture of a man, he's a chef and he's talking to a group of people, could be giving them a demonstration of how to cook a meal? And there's a video screen, erm, and a mirror above showing the meal being cooked so people can see everything clearly. Yeah, perhaps he's mixing the food and putting it into pans and describing how to prepare this dish. And another picture is of a coach talking to his team, perhaps telling them how to win the match, giving them some tactics and things like that. So both of them are probably quite tough explanations to give because obviously they're talking to large groups of people. Well, the coach is talking to a large group of people, not the cookery teacher, and he has to explain everything with words and the match might be a crucial one while the cookery teacher can actually show people in the mirror, so really I'd say the coach has got the hardest job, yeah.

- ④ tough, hard(-est)

Writing Part 2 A report

- ① 1 people in an international media company
2 formal 3 how popular, why, the effect on local culture, recommended changes 4 *Suggested answer:* probably the same order as in the question
② 2 accounted for 3 means 4 the result 5 meant
6 As a consequence 7 resulted 8 due to 9 so as
10 the effect
③ 1 It has a title and sections with section headings.
2 Yes 3 Yes
④ 1 the languages people learn, who learns them and where, recommendations for improving language-learning 2 people at an educational publishing company 3 formal 4 *Students' own answers*

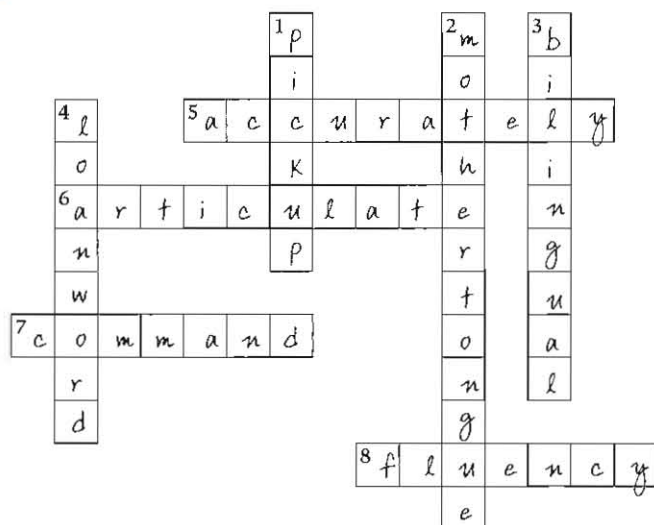
Vocabulary

- ## Grammar

- ## Vocabulary and grammar review Unit 2

Vocabulary

1



- ## Grammar

- ④ 2 so as 3 in case 4 otherwise 5 due to
6 so that

3 All in the mind

Listening Part 2

- ③ face-blindness

Recording script CD1 Track 8

Presenter: This week's *All in the Mind* examines an unusual condition you may never have heard of before: prosopagnosia. Here's Professor Alexander Scharma to explain.

Professor Scharma: Hello. Well, let's start with an image some of you may be familiar with: a painting called *The Son of Man*, by the surrealist artist René Magritte. In the picture, an apple floats in front of a man's face, covering the features that would normally allow him to be recognised. The painting perfectly illustrates the concept of prosopagnosia, or face-blindness.

- 4 1 F He compares face-blindness to tone-deafness: that is, the inability to distinguish between different musical notes 2 T 3 F They could not distinguish between the faces, but they could distinguish between the pictures of other things.
- 6 2 leaves 3 severely affected 4 (human) evolution 5 private brain mechanism 6 face-blind volunteers 7 other objects 8 face recognition skills

Recording script CD1 Track 9

Presenter: This week's *All in the Mind* examines an unusual condition you may never have heard of before: prosopagnosia. Here's Professor Alexander Scharma to explain.

Professor Scharma: Hello. Well, let's start with an image some of you may be familiar with: a painting called *The Son of Man*, by the surrealist artist René Magritte. In the picture, an apple floats in front of a man's face, covering the features that would normally allow him to be recognised. The painting perfectly illustrates the concept of prosopagnosia, or face-blindness. To people with this condition, as soon as someone leaves their sight the memory of that person's face is blank – or,

- at best, a set of jumbled features.
- Q4.1 Face-blindness is a little like tone-deafness: the tone can be heard, or the face seen, but distinguishing between different tones or faces is nearly impossible. The effects of prosopagnosia can be so bad that people
- Q6.3 severely affected cannot recognise their own
- Q4.2 parents or children. If we understood how the normal brain recalls faces, we would be well on the way to understanding this strange disorder.
- Q6.4 It might also help us to understand human evolution, since the ability to recognise faces is more or less equal to the ability to recognise individuals. This ability helps to hold societies together and has enabled humanity to develop a complex culture which is unique in the animal kingdom. The question scientists need to answer is whether this basic ability has its own
- Q6.5 private brain mechanism, or whether it is simply one aspect of a general ability to recognise individual members of a particular class of objects. Researchers have used
- Q6.6 face-blind volunteers to explore this question. The subjects were shown images of cars, tools, guns, houses and landscapes, and also black-and-white pictures of faces with no hair on their heads. Ten of these images were repeated. The subjects were asked to indicate, as quickly as possible, whether each image they saw was new or repeated. The results were surprising. None of the face-blind subjects could recognise the faces in the series well, but they could distinguish between the other repeated pictures as easily as people without prosopagnosia could. That confirms the idea that faces are handled differently
- Q4.3 by the brain from other objects. It has been shown in experiments that people with face-blindness can be taught to improve their face
- Q6.7 recognition skills, but it is still not known what prosopagnosia sufferers are missing when they recall a blur instead of a face. This is not to say that prosopagnosia has no advantages. As one person with the condition writes on her website, 'You can wake up in the morning and pretend you don't know your own kids. Then you don't have to give them any pocket money.'

Grammar

No, none, not

- ① 1 no 2 None 3 not 4 not, no
- ② 2 ~~no~~ not 3 ~~no~~ any 4 *correct* 5 ~~nothing~~ anything 6 ~~not~~ no 7 ~~All the students did not hand~~ None of the students handed / No student handed / Not all the students handed (i.e. some handed in ...) 8 ~~none~~ no

Grammar

The passive

- ① b were asked, (was) repeated c are handled d has been shown, can be taught
- ② 1 an academic essay, the description of a scientific process, a job application, a report for a committee 2 a and b
- ③ 1 c (the brain) 2 *Suggested answers: a-b* scientists, psychologists, researchers d scientists, psychologists, researchers, special trainers 3 Because the agent is unknown, obvious, or relatively unimportant in the particular context.
- ④ *Suggested answers: 1* It is commonly believed that *intelligence can be measured.* 2 It has been reported in the last few days that *the price of oil is going up again.* 3 It has been proved beyond doubt that *smoking can damage your health.*
- ⑤ 2 Galton was known 3 Darwin's *The Origin of Species* was published 4 most of Galton's time was spent 5 It was thought 6 Galton was not satisfied by this idea 7 mental characteristics were determined by physical factors

Reading Part 3

- ③ 1 C 2 A 3 B 4 C 5 D 6 C 7 C

Vocabulary

Formal or informal?

- ① *asap*: informal (an informal abbreviation for *as soon as possible*); *They've / they're*: informal (contracted verb forms); *What on earth are you doing?*: informal (colloquial language); *We will / the fog has*: formal (full, uncontracted verb forms); *contemplated residing / neighbourhood*: formal (formal choice of vocabulary – longer words); *put up with*: informal (phrasal verb – more colloquial);

with whom: formal (preposition placed before relative pronoun in relative clause); *is believed*: formal (passive construction); *Grub's up*: informal (slang); *(the girl I go to school) with*: informal (omission of relative pronoun and preposition at the end of sentence)

- 2 1 Contractions: I'm connected, I'll browse, etc. Colloquial language: I don't know where I'd be without it. Full verb forms: we are running, how they will be affected. Formal vocabulary: evolution, transforming our brains, discriminate, what determines the things that interest them?, skills, values and limits are instilled. Phrasal verb: We're bringing up a whole generation

2 A combination 3 The chatty, personal parts of the article, those designed to interest and engage readers, tend to use spoken language which is more informal. The parts which provide authoritative factual information are written in more formal language.

Use of English Part 2

- 1 1 Students' own answers 2 The article concludes that a combination of nature and nurture is responsible for our personalities. (See the last two sentences.)
- 3 1 for 2 your 3 by 4 less 5 and 6 has 7 do 8 of 9 play 10 as 11 is 12 Other 13 because 14 of 15 with

Speaking Part 3

- 2 1 Stress can cause insomnia / not sleeping, loss of appetite, eating more than you want to, bad-temperedness, being snappy, headaches, tiredness.
- 2 Students' own answers

Recording script CD1 Track 10

- Woman 1: Well, stress can affect people in many ways: insomnia ...
- Woman 2: Sally would know about that one.
- Woman 1: Not sleeping, losing your appetite or eating more than you want to, bad-temperedness, being snappy.
- Woman 2: How about the pictures?
- Woman 1: OK – the first one looks like an exam situation ...
- Woman 2: Very, very stressful.

Woman 1: Yes.

Woman 2: Time pressure, trying to get everything down that you know, worrying about questions and that sort of thing.

Woman 1: And the second one, someone in hospital – could be a relative that's ill and you're particularly worried about them.

Woman 2: Or it's yourself and you're particularly worried about yourself with the doctor in there and you're waiting for the diagnosis, having to have blood tests – that would be horrible.

Woman 1: And the third one is an airport.

Woman 2: That is, like, super-stressful in my family – I'm not sure that would be quite so stressful for anyone else.

Woman 1: I've never found airports stressful.

Woman 2: I once spent, like, three days in an airport with my family.

Woman 1: Flights can get delayed a lot, can't they?

Woman 2: Yeah, if you're trying to get home for something important, it can be quite stressful as well and not speaking the language if you're somewhere abroad.

Woman 1: Mmm – the fourth picture: I'm really not entirely sure what's happening.

Woman 2: No, I'm not. It looks like they can't communicate very well with each other.

Woman 1: Yes, he's trying to think of what to say.

Woman 2: The fifth one looks like work stress.

Woman 1: It does – headaches, probably from looking at a computer screen or reading.

Woman 2: Headaches from having to listen to your boss talk too much.

Woman 1: Tiredness from having missed lunch because you're so dedicated to your work.

Woman 2: Long hours, too many deadlines ...

Woman 1: Incompetent staff around you ...

Woman 2: Hmm – relying on other people, not knowing what to do.

Woman 1: Not being told what to do properly ...

Woman 2: Yeah – being given the wrong information.

Woman 1: And the last one looks like a traffic jam ...

Woman 2: A major traffic jam.

Woman 1: Of stationary cars.

Woman 2: If it's hot, it's usually more stressful ...

Woman 1: Or if you're trying to get somewhere important.

Woman 2: Hmm.

Woman 1: To the airport perhaps – that's one stressful situation after another.

Woman 2: Anyway – which is the most stressful situation, do you reckon?

Woman 1: Erm, traffic jams because they're so commonplace, whereas perhaps personal illness or something doesn't happen so often.

Woman 2: Yes, I think I'd agree. They just seem to happen so often these days, and it's nearly always when you're in a hurry to get somewhere.

- ③ 1 c 2 b 3 d 4 a

Writing Part 1 An article

- ① 1 an eye-catching title, a first paragraph that arouses your interest, interesting content, the writer's opinions or ideas (You would expect the other features in the following kinds of writing: *informative sub-headings*: a report; *a formal language style*: a report / a proposal / an essay / a formal letter, etc.; *factually accurate detailed information*: a report; *content aimed at a specialist readership*: a report.)

2 Students' own answers 3 Students' own answers

- ② 1 people preparing for exams 2 to advise on preparing for exams and dealing with stress
- ③ 1 Suggested answer: Don't let nerves ruin your chances of exam success or Revision without stress
2 Students' own answers
- ④ 1 parts that need to interest and engage the reader
2 parts that include important factual information

4 Office space

Starting off

- ① a 1 b 5 c 3 d 2 e 4
- ② Students' own answers

Reading Part 4

- ② Suggested answers: a 2, 8, 10, 14, 15 b 1, 5, 7, 13
c 4, 6, 9 d 3, 11, 12
- ③ 1 D 2 F 3 D 4 B 5 D 6 E 7 F 8 A 9 B
10 C 11 E 12 E 13 F 14 C 15 A

Vocabulary

Adjective/noun collocations (1)

- ① 1 long, wide 2 deep
- ② 2 extreme 3 big 4 high 5 big 6 high 7 great
8 strong 9 high 10 strong

Listening Part 2

- ① a 2 b 5 c 1 d 4 e 3 f 6
- ② Suggested answers: attract and retain: a, b, c,
d unattractive: e, f
- ③ Suggested answers: 2 a type of industry or an area of the world 3 another type of economy
4 a type of worker 5 A plural noun is needed, but it's hard to predict further. 6 a type of subject
7 a type of skill 8 a type of action or activity
- ④ 1 with talent 2 technology and financial
3 emerging (economies) 4 software engineers
5 university populations 6 wrong subjects
7 management 8 raising salaries

Recording script CD1 Track 11

- Expert: As I've been saying, there are a lot of things that have been changing in the world of work over the last few years. Businesses nowadays are having to work harder to recruit people
- Q1 with talent. You see, what people have realised (and this in fact has become a sort of management tenet) is that what really gives a company an edge is its staff. In other words, to get ahead of your competitors you've got to have better staff. This seems to be right across the board and in almost all fields, but the fiercest rivalry has been amongst firms
- Q2 in the technology and financial sectors. And better staff means better managers, better computer programmers, better receptionists and better drivers. Everyone. Interestingly, you know, this phenomenon started off in the West, but that's been changing and now it's characteristic of emerging economies as well, where shortages of skilled personnel are becoming more acute. Just take the south Indian town of Bangalore, which for years has been a place where a lot of computer-based work has been outsourced for companies around the world. In a sense it's become a victim of its own success and it's thought that
- Q3

- Q4 soon there may well be vacancies for software engineers. By some estimates as many as 200,000. Amazing, isn't it, but why is it happening? Well, in Bangalore the answer is its booming IT industry that attracts customers from all over the world. In Europe, on the other hand, the birth rate has been falling and so university populations have shrunk. There are fewer skilled people to go round – more and more of the skilled workforce is made up of people in their 40s, 50s and 60s. In fact, many of us could easily find ourselves working on well into our 70s.

- Q5 Another cause of the situation is bad planning. What I mean by that is that an excessive number of students are actually doing what I'd call the wrong subjects at university – for example history, philosophy and literature, things which interest them, not vocational courses which lead to the sorts of jobs which are in demand nowadays. Also, workforces are becoming more diverse. That's one of the by-products of globalisation. Increasingly, organisations employ people in different countries to work together on the same project, and so multinational companies have difficulty finding people with the necessary management skills to coordinate such diverse teams and workforces. How to deal with the problem? Well, it's not easy to attract good people when there's such a choice of people and places to work. Raising salaries could be an option for some employers, but the trouble with that is that the company's costs rise and they risk pricing themselves out of the market. However, to deal with this situation many organisations are ...
- Q6
- Q7
- Q8

Grammar

Expressing possibility, probability and certainty

- ① 1 a 2 a 3 b
- ③ 2 you bound to you are bound to 3 most likely more likely 4 possible possible 5 as one of the possibly best schools as possibly one of the best schools 6 Probably you will want to go You will probably want to go 7 the worst trip I probably have probably the worst trip I have / the worst trip I have probably 8 That may be the possible reason That may possibly be the reason

Use of English Part 1

- ② Ideas reflected in the text: 1, 3, 4
- ③ 1 A 2 D 3 C 4 B 5 D 6 A 7 B 8 C 9 B 10 D 11 B 12 D

Speaking Part 4

- ① Questions asked: 2, 4, 6 (in Exercise 5)
- ② 2 T 3 F 4 T 5 F
- ③ 2 quite, just sort of 3 actually 4 horrifically, obviously, generally 5 completely, fairly

Recording script CD1 Track 12

- 1
- Frances: Advantages? Advantages are that you don't have to commute, and that you don't necessarily have to deal with in-lane work colleagues and issues such as the tea run and things like that. The disadvantages are that it might be quite difficult to separate work and home life, because you can just sort of see your office as you walk past and think, oh, I'll just check my emails again.
- Sally: You might need more self-motivation ...
- Frances: Yes.
- Sally: ... to actually do things and not just go to the kitchen every five minutes and get something.
- Frances: And watch soaps like *Neighbours*.
- Sally: If you've got a family it can be very useful for child care as well. People in my office have children and so they kind of balance it that way.

- 2
- Sally: I think some things, yes, because some very basic manual work is going to be horrifically boring for whoever has to do it, so having it done electronically would be a lot better for them – but then obviously you're losing lots of your workforce and creating more unemployment, but generally it would be great.
- Frances: A robot would be better than my boss. At least it would be consistent.

Frances: I'd look for completely the opposite of my boss now. I'd look for somebody who's a good communicator, that tells you what's going on, that doesn't yell at you, that doesn't smell, that has, sets, like, boundaries, that helps you prioritise your workload and doesn't give you half their workload without giving you any support. That's all fairly negative.

- ④ 2 *quite*: fairly, i.e. it reduces the force of *difficult*; *just sort of*: you see it by chance, by accident
 3 *actually*: adds emphasis – you do things in fact and not just partly 4 *horribly*: adds a lot of emphasis; *obviously*: I'm saying something you probably know and will agree with; *generally*: in most cases 5 *completely*: adds emphasis; *fairly*: quite, i.e. it reduces the force of *negative*

Writing Part 1 A report

- ① 1 Formal – it's at work, for your manager.
 2 Generally not, as you will want to express the ideas in a more formal style. The examiners will give extra marks where you use your own vocabulary rather than just repeating the vocabulary in the question. 3 *Students' own answers* 4 *Changes*: more space for relaxation and exchange of ideas, less extreme heating and air conditioning, checking the lighting *Possible reasons*: improvements to staff morale and comfort, increases in productivity, protecting the environment 5 *Students' own answers*
- ③ 2 make recommendations 3 mentioned
 4 contribute towards 5 consult 6 ensure
 7 satisfactory 8 improved 9 create
 10 exchanges 11 beneficial 12 implementing
- ④ 1 The reader will not be persuaded if you address them in an inappropriate style, i.e. too formal or too informal for the subject or for your relationship with them. 2 *Students should underline*: contribute towards protecting the environment, ensure that every employee works with comfortable, healthy lighting, might well be beneficial to the company, I would recommend ... help to retain staff and improve their productivity
- ⑤ 1 the human resources manager 2 formal
 3 & 4 *Students' own answers*

Vocabulary and grammar review Unit 3

Vocabulary

- ① 2 f 3 a 4 g 5 b 6 e 7 c 8 d
 ② 2 expressing (my) ideas, win an argument 3 exert control 4 running an experiment

Grammar

- ③ 2 ~~no~~ not / ~~no~~ my sister my sister doesn't
 3 ~~none~~ any / ~~didn't~~ get ~~none~~ got none 4 correct
 5 ~~no~~ none 6 correct (*None of Patrick's friends* is also possible.) 7 ~~no~~ not 8 ~~none~~ no
- ④ *Suggested answers*: 1 (Amnesia can) be caused by specific medical conditions. 2 It is very well known that our memory is formed from/by our real experiences. But could a false memory be put into our heads? Could we be persuaded (to believe) that we had experienced something that never actually took place? 3 Our semantic memory is used to store our knowledge of the world ... normally it can be accessed quickly and easily. The meanings of words and the names of people and places are included in our semantic memory.
 4 It can be thought of as the ability to remember and use a limited amount of information for a short amount of time ... If you are distracted, the information can be lost and the task has to be started again.
 5 Forgetting is now being studied (by researchers) and is thought of, not as a failure of memory, but as a more active process. It is even believed that it may be driven by a specific biological mechanism.
- ⑤ *Students' own answers*

Vocabulary and grammar review Unit 4

Vocabulary

- ① 2 huge/powerful 3 constant/huge 4 excellent
 5 fierce 6 huge/vast 7 extensive/vast
 8 specialist
- ② 1 A 2 C 3 A 4 A 5 B 6 B 7 D 8 C

Grammar and vocabulary

- 3 2 might not 3 couldn't have 4 possible 5 highly
6 can't 7 bound to 8 slight 9 conceivably

5 Dramatic events

Listening Part 1

2 *Suggested answers:* 1 I was scared to death, a strange whirring noise, it all happened so quickly, it didn't stop for nearly six hours, the engine was flooded 2 I was scared to death, I felt as if I wasn't alone, I've always been very cynical about the supernatural 3 a strange whirring noise, it all happened so quickly, there was an explosion and all the lights went out

3 *Suggested answers:* 1 To the gym; He's been involved in an accident / been injured; His own / the gym company's. 2 He had some kind of accident while driving, perhaps he hit some trees; The man had been driving dangerously / a crime had been committed / someone was injured. 3 Because of damage due to a flood/fire/gale/explosion, etc; Because her home is badly damaged.

4 1 B 2 C 3 C 4 A 5 B 6 A

Recording script CD1 Track 13

Extract One

Jasmine: Are you all right now?

Harry: Hmm, so so – some days are better than Q1 others. I'm still having occasional flashbacks.

Jasmine: What happened?

Harry: Well, I was doing my normal Thursday workout on the treadmill. I started with a gentle jog for ten minutes or so, then I decided to run fast for ten minutes. So I pressed the increase button.

Jasmine: Had you been on that machine before?

Harry: Not that one, but one very like it, so I was quite familiar with the controls, I mean, I knew how it worked.

Jasmine: So, then what happened?

Harry: Well, nothing happened for a few seconds, then the belt suddenly speeded up. I tried to slow it down, but nothing happened. When I tried pressing the automatic slow-down button, it was like I was putting my foot on a car accelerator.

Jasmine: That must have been terrifying. What did you do?

Harry: I looked round for help, thought maybe someone could switch the electricity off. It would have been a very sudden jolt, but better than not stopping at all. But there was no one else in the room. In the end, all I could do was jump off and keep my fingers crossed.

Jasmine: And that's how you broke your leg? Are you going to do anything about it?

Harry: I'm not sure yet. I'm considering taking the company that runs the gym to court – that's what my solicitor suggests, but I'm in two minds about it.

Extract Two

Police officer: OK, just tell me in your own words what happened, Mr Philips.

Driver: Q3 I'll do my best, but it's all a bit of a blur.

Police officer: Tell me as much as you can. It was about midnight, wasn't it?

Driver: I'd say it was nearer one o'clock. We were coming home from a holiday in Germany. We'd spent all day travelling, so I suppose we were pretty tired.

Police officer: How far were you from home?

Driver: About half an hour. We were travelling fairly fast – the roads were empty and we were just looking forward to going to bed.

Police officer: What's the first thing that happened?

Driver: We were driving under a bridge when there was a crash of breaking glass and something hit my left arm. I managed to keep my right hand on the steering wheel but I didn't have much control over the car. Before I knew what was happening, we'd left the road and were heading for a clump of trees. I was sure we'd had it.

Police officer: What's the next thing you remember?

Driver: Well, everything happened so quickly. I remember waking up on the grass verge with people looking down at me.

Police officer: And when did you realise what had actually happened?

Driver: When one of the paramedics showed me the stone that had come through the windscreen.

Extract Three

- Reporter: So, what is your situation at the moment?
- Resident: We're sleeping in the main hall of the local secondary school, with many of our neighbours.
- Q5 We're all in the same situation – just doing our best to look on the bright side.
- Reporter: Do you know when you can move back?
- Resident: No, at the moment all our houses are still under a metre of water – and apparently it's still rising. It hasn't stopped raining since Sunday.
- Reporter: What happened exactly?
- Resident: Well, there's a river at the bottom of our garden – more of a sluggish stream most of the time, actually. Last weekend, with all the rain we'd had, it burst its banks and washed over our garden. It was very quick once it started. I was frantically trying to stop it by digging ditches to take the water away – but there was too much of it, and in the end I just gave up digging and got out as quickly as possible.
- Reporter: And what's the damage?
- Resident: Well, everything downstairs is ruined. We'll need new furniture and carpets, and we'll probably need to have the walls replastered.
- Q6 I keep thinking how disastrous it could have been. At one stage I imagined seeing the whole building collapse. Some of our neighbours are ...

- 5 1 *Flashbacks* can be either pleasant or unpleasant; they are often caused by traumatic events. 2 They walk or run on a treadmill. A treadmill is an exercise machine with a moving strip on which you walk or run without moving forward. Hard, boring and repetitive. 3 If you *put your foot on the accelerator*, a car goes faster; *brakes, clutch, gear stick* 4 For example, if something happened really fast and the events aren't clear. 5 He thought he and his passengers were going to die.

Vocabulary

Idiomatic language

- 1 hope for good luck 2 try hard to persuade me (but without force) 3 makes me angry 4 betray you or be disloyal to you when you are not expecting it 5 pretend not to notice something 6 joking/teasing

Grammar

Verbs followed by *to* + infinitive or the *-ing* form

- 1 2 taking 3 thinking 4 to stop 5 digging

2

verbs followed by <i>to</i> + infinitive	verbs followed by <i>-ing</i>
afford, agree, choose, expect, hope, offer, pretend, promise, refuse	admit, avoid, can't help, deny, enjoy, finish, involve, keep on, mind, put off, resent, risk, suggest

- 3 1 a I have a memory of doing this. b Don't forget to do it. 2 a This was an experiment – to see what would happen. b I attempted to do this but failed. 3 a We saw part of the taking-off process. b We saw the entire landing process. 4 a I wish I hadn't said anything. b I'm sorry to tell you that ... 5 a This involves doing something. b I didn't intend to offend you.
- 4 2 ~~help maintaining~~ help maintain / help to maintain 3 ~~to sail~~ sailing 4 ~~phoning~~ to phone, ~~to worry~~ worry 5 ~~to do~~ doing 6 ~~work~~ working

Use of English Part 5

- 1 1 Yes 2 Yes 3 No – it doesn't use the key word (*until*) and it uses more than six words to complete the sentence. 4 *It was not until we were on dry land again that we felt safe.*
- 2 (*Answers to the clues are in brackets at the end of the sentences.*) 1 Adventure holidays *don't / do not appeal to me* in the least. (*to*) 2 They had offered him a .38 gun so *that he could protect himself.* (*that*) 3 *It is against the law to have an unlicensed gun in your possession.* (*against the law*) 4 Tennis *is generally considered (to be) a safe sport.* (It becomes passive.) 5 The further we travelled *inland, the more primitive* our surroundings became. (*the* + comparative adjective, *the* + comparative adjective) 6 You *should avoid climbing* mountains after a heavy snowfall. (*should*) 7 You can't control the weather; the only thing to do *is (to) hope for the best.* (*for*) 8 At the last minute she *lost her nerve* and pulled out of the competition. (*lose*)

3 2 h 3 f 4 b 5 g 6 a 7 d 8 c

- 4 Suggested answers: 1 The football World Cup *takes place* every four years. 2 We couldn't take our car away until *we had settled up* with the garage. 3 Considering how foggy it was, *it's a wonder* that the plane was able to take off. 4 *I can't wait* for the end of next week – that's when my holidays start. 5 Could you *keep an eye on* the children for me while I go shopping? 6 Sorry I didn't phone you back – I've been *tied up* all day. 7 I've had a cold for the last two weeks, but at last I'm *on the mend*. 8 I don't know why he was so rude to me – I think he was trying to *pick a fight*.

Reading Part 1

1 a 3 b 1 c 2

2 1 B 2 D 3 A 4 B 5 C 6 D

- 3 Suggested answers: 1 Cal and his father may be part of a criminal gang / involved in a feud / involved in terrorism. 2 He may have been worried that he would die if he allowed himself to sleep. 3 *jumpy* means *nervy, anxious, apprehensive*, so could be used to describe any situation where someone is afraid of the unknown, e.g. someone breaking down on a lonely road.

Speaking Part 2

- 2 1 The two photos being compared are the fireman and the diver. 2 The words and phrases express varying degrees of doubt or certainty.

Recording script CD1 Track 14

Student: OK, well, in this photo there's a firefighter putting out a fire with a hosepipe and he's almost certainly doing it to save people's lives and property. It's a pretty dangerous job because obviously he could die in a fire or get seriously burnt. And he's doing it, I don't know, because someone's got to do it. It must be a worthwhile occupation – you know, very rewarding when you save someone's life. And in this photo there's a diver – he could be a police diver – he seems to be in a lake, or it could be a river. This is probably quite dangerous because the water could be deep

or there could be strong currents. There could be glass or other dangerous things in the water, and divers can get their equipment tangled up somehow. I suppose police divers find their work quite exciting – I'm sure it's never boring, and it's very worthwhile – though they must never know quite what they're going to find in the water.

Teacher: What kind of qualities do you think are most important for someone doing occupations like this?

Student: I'd say you've got to be brave, you know, not frightened easily – perhaps enjoy excitement that comes from doing dangerous things.

Writing Part 2 A competition entry

- 4 I am writing **c** an ordinary working mother **a** Helen was driving home **c** looking forward to **b** a relaxing weekend **a** Without thinking **d** flames were coming **c** succeeded in dragging **d** reason for nominating **d** person going about her daily life **e** leaving the emergency services **b** stopped and helped, saving a man's life **b** reason for choosing Helen **d** training is needed **f**
- 5 2 ~~keep up~~ keeping up 3 ~~correct~~ 4 ~~hardwork~~ hardworking, ~~interest~~ interesting, ~~improve~~ improving, ~~be being~~ 5 ~~To bring in~~ Bringing in 6 ~~to leave~~ leaving

6 Picture yourself

Starting off

- ② *Suggested answers:* Speaker A: 1 Speaker B: 5
Speaker C: 4

Recording script CD1 Track 15

A

Magda: This portrait is one which I started from a photo of myself actually, but after a time I came to the conclusion that photos aren't that good when you're trying to be creative. You know, I found myself sort of imitating the photo and that wasn't very satisfying. So I switched to drawing in front of a mirror instead. Anyway, I like this self-portrait because I think it says a few things about me, like that I'm quite neat for example, perhaps a little unadventurous in the way I dress – not like most artists – but I think I've captured quite a sincere and thoughtful expression on my face. Also, I think I look quite sort of approachable, not at all threatening, someone it's nice to be around. At least I hope so.

B

Evelyn: You know, I've done quite a few portraits of friends and classmates and so on, normally from photographs, and people are usually quite complimentary about them, but you should have heard some of the things my friends said about this one! 'You're so serious!' 'We never see you concentrating like that!' 'You're not like that at all – you're normally always joking and laughing!' You see, I did the drawing in front of a mirror as a sort of experiment to see if I could do a self-portrait from life like Rembrandt or someone, and I found I kept having to move my head, so my hair kept getting in the way and I got quite frustrated. It took me hours! Still, I'm quite proud of the way my eyes turned out, sort of thoughtful and sincere.

C

Lindsay: I've looked at quite a few self-portraits because I was interested how this one turned out, which was not at all how I expected. Most artists look like they're really concentrating hard and you don't catch them smiling much. In this one I look like sort of uptight, moody, even a bit aggressive or angry. I'd just come

back from holiday and my face was pretty tanned. I found it pretty difficult to capture that tanned look and my fair hair in a black-and-white portrait. I'd like to look more relaxed, though.

Reading Part 3

- ① *Suggested answers:* (ruthless honesty, ways of deceiving,) pretty-faced teenager, soft-focus fashion model, alone and misunderstood, sheer exuberance, toothy grins, grimacing teenage angst, young people doing anything from brushing their teeth to donning funny hats to listening to iPods, less self-consciously presented, caught unprepared, mapped out the spots on their faces, advertisements for L'Oréal, bad-hair days, cloned clumps, engaged, enthusiastic and eager

- ③ 1 C 2 D 3 A 4 B 5 D 6 A 7 B

Grammar

Avoiding repetition

- ① 2 themselves, another, they 3 those, they 4 this 5 whose 6 that
- ② 2 it one 3 it so/this 4 it one 5 these this 6 all everything / it all 7 it one 8 it that/this 9 yourself you
- ③ *Suggested answers:* 2 Fewer and fewer people listen to classical music. This means / , which means that less is being recorded. 3 I have to read lots of books for my Business Studies course. The ones / Those I enjoy most are the ones on management theory. 4 I'm hoping to be given a pay rise. This / That / , which / It will mean I can buy a better car. 5 I want Karl, Pau, Ludmila and Mar to come to the meeting. I've told Karl. Can you tell the others? 6 Marina doesn't like spending a lot of money on books, so she tends to buy second-hand ones. 7 My mother asked you to help her and she'd have been so happy if you'd done so / if you had. 8 When Raul feels strongly about something, he says so. 9 She didn't do the shopping because no one asked her to. / no one asked her to do so/it. 10 Someone left a message on the answering machine but they didn't leave their name.

Listening Part 3

3 1 B 2 A 3 C 4 A 5 D 6 D

Recording script CD1 Track 16

Interviewer: Good evening. I have in the studio with me today the distinguished still-life and portrait artist, Liam Carolan. Liam, when did you first realise you had artistic talent?

Liam Carolan: Well, it was always impressed upon me when I was young, because both my parents were artistic, the family shall we say. My father taught in an art school and was also a very good portrait painter, though he did them really just out of interest – not to earn a living that way. He had a fair number of exhibitions in London before the war, but with abstract paintings, and so he was quite avant-garde for the time. He even had one with Picasso.

Interviewer: So did you always have it in mind to be a professional artist?

Liam Carolan: Well, no, I wouldn't say ... I think my experience in art college made me sceptical of that idea and I was rather disillusioned for quite a long time and I didn't do very much in the way of art after leaving college. The training that I had wasn't really directed towards the sort of things I'm doing now. In those days students were encouraged towards more cerebral attitudes to art and what I do is, some people would say, obsolete or even perhaps naïve, but I'm still painting figurative paintings today.

Interviewer: Why would people prefer a painted portrait to a photograph of themselves?

Liam Carolan: I think generally most people feel that if you have something made by hand rather than by a machine and if it's a design feature in the house, then a portrait hanging on the wall is much better to live with, although people who like living in very modern environments might prefer to have a photograph hanging on the wall. But whether it's a portrait or a landscape, I think most people if you asked, 'Do you prefer a photograph or a painting?', I think most people would say a painting.

Interviewer: Do you tend to paint your subjects from life or from photos?

Liam Carolan: Well, I used to paint from photos but now I tell people I'd prefer not to. But interestingly, when I have done so the reaction has been, 'I thought that was a photograph!' In other words the painting looks like the photo, so I think a painting from life gives life to the painting and why that's the case is for many reasons to do with your contact with the person that's in front of you, the tension that's created when you're dealing with an individual one to one. There's a nervousness and an adrenalin that goes into that painting which is sparked off by that interaction. It's not something you think about when you're in the process of doing it, but the technique is completely different when you're painting someone as a three-dimensional object.

Interviewer: Mmm. How do you go about capturing the personality of your sitters?

Liam Carolan: I think just to try and paint what you see in front of you, which is a difficult enough task, is sufficient. And I think that if you do that, then something about the person will come through without you forcing it. And often I think perceptions of the qualities of a sitter or a subject are things that are noticed by the observer of a portrait rather than things produced by the painter. I think there's something about a painted portrait as opposed to a photograph which draws the viewer in and then they see things about the subject that they'd never noticed before.

Interviewer: You've done a number of self-portraits, haven't you? Why did you do those?

Liam Carolan: Really just for practice. If I haven't got a model around, then I'm left with myself. Actually, I've usually been dissatisfied with the results. It's not necessarily more difficult than doing other people, but there is a problem of getting the scale. I always stand almost next to the sitter when I'm doing an oil painting to get it life size and if you're looking in a mirror, the image that you see is always smaller. I've got one self-portrait that I like and I think that most people think that I look rather ferocious. But from a technical point of view I think that it's good. It isn't, I think, a particularly flattering one in fact.

Vocabulary

Adjective/noun collocations (2)

1 big

2 Common collocations include: 2 amazing/huge/wide 3 loud/terrible/tremendous 4 considerable/great/huge/tremendous 5 heavy/terrible/tremendous 6 amazing/good/great/tremendous/valuable 7 high/large 8 amazing/considerable/good/great/huge/satisfactory/tremendous 9 considerable/huge/tremendous/wide 10 amazing/considerable/valuable/great/huge/tremendous/wide

3 Suggested answers: Words like *huge* and *tremendous* have a more extreme meaning than *great*, *considerable* or *large*. They also tend to be used in more colloquial situations. *Amazing* conveys surprise at how much; *terrible* conveys a negative attitude towards how much; *good*, *valuable*, *satisfactory* and *great* (in most contexts) convey a positive attitude.

Speaking Part 3

2 1 Pair A 2 Pair B 3 Pair A 4 Both pairs 5 Both pairs 6 Pair A 7 Pair B 8 Pair B

Recording script CD1 Track 17

Pair A

Teacher: Here are some pictures showing some of the roles books play in our lives. First, talk to each other about the different roles which books play in our lives. Then decide which activity is the most demanding.

Martyna: Do you read books, Hans?

Hans: Not much, to tell you the truth.

Martyna: Well, I do. I'm studying literature at university, so I read a huge number of books – not for pleasure, though I do read some books for pleasure as well.

Hans: Well, the photos. This one here looks quite demanding – there's a librarian putting books back on the shelves, she's having to be very methodical, she's probably having to work quite quietly, not make a loud noise, so as not to disturb people in the library ...

Martyna: Yes, I think if I was doing that, I'd probably feel a bit frustrated, because I like to chat and talk quite a lot and I'm not too organised so I'd find that quite demanding.

Hans: And there's this one with someone just relaxing and reading a novel probably ...

Martyna: Yes, not very demanding, but quite enjoyable. And this one here of the teacher helping the child to learn to read ...

Hans: Yes, that could be quite demanding because as a child it's probably quite hard to grasp the concept of reading.

Martyna: And for the teacher too to have the patience. I think if I was the teacher, I'd find it very satisfying to actually teach kids how to read for the first time.

Hans: But again, you'd have to be very methodical, which you say you aren't, so I imagine for you that would be pretty demanding. And here's another one with a boy studying, taking notes, which could be quite demanding. It depends what it is, though. He could be studying ...

Pair B

Teacher: Here are some pictures showing some of the roles books play in our lives. First, talk to each other about the different roles which books play in our lives. Then decide which activity is the most demanding.

Carlos: Well, the first picture shows someone writing in their diary. I think this shows how books can be used to keep a record of what we do and our lives ...

Antonia: Yes, and also our thoughts and our feelings. Then in the second one there's a teacher using a textbook – I think it is to teach something and this shows how books can be a store of knowledge ...

Carlos: Yes, all the things we can't carry in our heads can be kept in books ...

Antonia: Or on computers nowadays ...

Carlos: Yes, and the third one shows a librarian, someone working with books ... So let's move on to the next part. Which do you think is the most demanding, Antonia?

Antonia: Well, although I like the idea of keeping a diary with all the things I've done each day and the people I've seen, I think this one with the diary would probably be the one I'd find the hardest because I'm just too tired at the end of the day. What about you?

Carlos: Yes, I'm the same, but also perhaps the one of the student taking notes, because he might have to grasp some quite difficult concepts ...

Antonia: Yes, and when you're taking notes you're usually reformulating someone else's ideas, which you've got to understand, and then expressing them in a format which you find easy to work with yourself.

Carlos: And which others do you think are really challenging? This one perhaps with the teacher teaching a child to read?

3 1 *Suggested answer*: Both pairs deal with the task well, although the first pair doesn't immediately deal with the task. The second pair is more methodical. 2 hardest, difficult, challenging

4 2 was doing that 3 this one 4 which 5 that would be 6 the one 7 which others

Use of English Part 2

2 1 It reduces stress, raises productivity and creative thinking, stimulates and inspires, makes employees feel cared for. 2 Previously it was aimed at visitors and customers, now it's also aimed at employees.

3 1 what 2 done 3 cuts 4 will 5 one 6 those/these 7 likely 8 some 9 their/the 10 who 11 in 12 longer 13 throughout/through/around 14 it/this 15 so

Writing Part 2 A review

1 1 *Suggested answers*: a No – a general overview of the plot without giving away the ending
b No – brief summaries of main characters
c No – this is not asked for in the task. d Yes
e Maybe – this is not asked for but you can include some criticism. f Yes g Maybe – if it is connected with why you enjoyed it. h Yes
2 *Students' own answers* 3 what other readers may find interesting about it

2 descriptions of the main characters (h), a general recommendation (d), what was most enjoyable about the book (f), a synopsis of the plot (h)

3 a paragraphs 1 and 2 b paragraphs 1, 2 and 3
c paragraphs 1, 2 and 4 d paragraph 4

4 I was fascinated; I was spellbound ... horrified and caught up in the suspense

5 *Characters*: Inman: army deserter, thoughtful, observant hero, desperate to escape, motivated by love, capable of extreme violence; Ada: the heroine, well-off, sheltered background, incapable of surviving, becomes self-sufficient and decisive; Ruby: brash but lovable country girl
Places: war-torn, wild, isolated, harsh conditions, rural backwater

Vocabulary and grammar review Unit 5

Vocabulary

1

B	L	O	O	D	M	F	L	U
U	F	I	N	G	E	R	S	D
T	K	C	H	E	S	T	F	N
B	N	E	Y	E	I	I	O	L
R	E	A	O	B	C	P	O	E
E	E	S	W	A	A	U	T	G
X	A	E	E	C	A	R	M	A
R	I	N	F	K	H	E	A	D

2 1 fingers, d 2 eye, e 3 leg, f 4 blood, a
5 arm, b 6 back, c

3 *Students' own answers*

Grammar

4 1 to help, to train, to be 2 to climb, to leave, to be rescued 3 waiting, phoning, to put out, realising, putting 4 to take, getting, snowing / to snow, climbing, to admit, telephoning, to ask, contact, regretting, to ignore

5 2 We were lucky to avoid / have avoided the floods.
3 I regret having made that phone call to my sister.
4 We can't afford to buy a new car.
5 He denies (ever) seeing / having seen her before.

Vocabulary and grammar review

Unit 6

Vocabulary

- 1 2 wide 3 large 4 deep 5 high 6 heavy 7 big 8 high

Grammar

- 2 Suggested answers: 2 When a child feels unhappy, they will ask for their mother more often than for their father. 3 Gustav bought a large house by the sea about ten years ago, which / This / It turned out to be a good investment. 4 Leonardo lived in Canada as a child, which is / That's why he speaks such fluent English. 5 Svetlana spent several months trying to decide which car to buy and she finally bought one last week. 6 Three runners entered the race, but only one (of them) finished because one twisted her ankle and another stopped to talk to her friends among the spectators. 7 Matthew likes reading novels, especially romantic ones. 8 Violeta bought some apples in the market. She put some (of them) in the fruit bowl and used the others to make an apple pie. 9 Narayan has had two jobs. Both were in a bank but unfortunately neither was well paid. 10 There are five official languages in Spain and Manolo speaks all of them. 11 Pete had never spoken to Ann although he'd often wanted to. 12 Maria often invites me to go with her on business trips to New York, but I never have / I've never done so.
- 3 2 The judges *tended to be keener* on portraits painted from life than portraits painted from photos. 3 This painting *does not look as if/though / like it is finished*. 4 Several of the applicants *were passed over due/owing* to their age. 5 Appearance is *what matters (the) most* to many teenagers.

7 Leisure and entertainment

Listening Part 4

- 1 CD1 Track 18 1 folk 2 opera 3 disco 4 Latin 5 pop 6 classical 7 soul 8 jazz 9 rock 10 world

- 2 1 E 2 A 3 H 4 possibly B 5 D

- 3 1 D 2 H 3 E 4 A 5 B 6 H 7 G 8 A 9 C 10 E

Recording script CD1 Track 19

Speaker 1: I've been involved in traditional music since I was a kid. My father was well known round here as a singer of the old songs. He sang at family gatherings, and he also played the accordion in a band that performed at weddings and other local functions. My grandfather was a genuine traditional singer who had a whole repertoire of family songs that had been passed down from generation to generation. All the songs were handwritten in a big book. As he got older he relied more and more on the book, but his voice was strong until he died. I'm proud to say I continue to sing some of the family songs – but not just in our village. I've travelled all over the world and played in front of audiences of thousands. It would have made my grandfather smile.

Q6

Speaker 2: Until a few years ago I'd thought of tango as something that only older people did, but then we went to a concert by the Gotan Project when they were playing in London, and I couldn't believe how exciting tango could be. For a start the music was amazing. As well as having normal tango instruments – the violin and guitar and bandoneon – they also used electronic music – you know, samples and beats. The rhythm was so infectious that some people got up and bopped in front of the stage, whether they could actually tango or not. Since then, I've joined a class and learned some of the basic moves.

Q7

Q2

Speaker 3: I love my iPod and quite frankly I'd be lost without it. I listen to it nearly all the time, whether I'm commuting, exercising or trying to drown out some noise and relax. I mainly listen to rock music, but I quite like jazz and I even listen to classical stuff if I'm feeling stressed – it can be very relaxing listening to composers like Mozart if you're in a crowded train or sitting in a traffic jam somewhere. It's a brilliant invention. I've got over seven thousand songs on mine – that's nearly my whole CD collection and of course I download stuff from time to time – usually single tracks rather than whole albums.

Q8 & Q3

Speaker 4: I'm trying to start a jazz band with a friend – I play percussion and Ed plays trombone, but our main interest is composing. The band we have in mind would have seventeen players – obviously we wouldn't be professional, at least not until we'd built up a reputation. Most of the musicians we're approaching play in various different outfits – rock, jazz, folk and classical – so they wouldn't be available all the time. We're hoping to make a CD but the logistics are a nightmare. Rehearsals would be tricky – getting so many people into a studio at once, and there'd be the expense. So at the moment it's just a dream.

Speaker 5: I've just come back from Womad in Singapore – it was awesome. I went with a few friends and we got in for free because we were in the hospitality crew. We had to carry loads of stuff from one place to the next, but we still had plenty of time to get into the music – dance around like mad. We got to talk to quite a lot of the acts – we got signatures and photos.

Q10 It was a great experience, especially when the artists thank you for doing such a good job. There was a really great line-up of artists. Most of them I'd never heard of before, but I'll be listening to them from now on – until next year's festival.

- 4 1 a occasions when whole families get together, for example for a birthday party, wedding etc. – usually private b social gatherings or ceremonies, for example parties, weddings etc. – usually public c I couldn't manage / function properly if I didn't have it. d it isn't likely to happen / it's a fantasy
2 Students' own answers

Vocabulary

Prepositional phrases

- 2 means 3 keeping 4 addition 5 start

Reading Part 2

- 2 1 listening to music (music festival) / going to nightclubs 2 They are put in 'prison': a cornfield, where they are made to watch black-and-white public service television announcements from the 1950s in a continuous loop.
3 Suggested answers: Para B: to point out a political

aspect of *Second Life* Para C: to show how *Second Life* can be used for commercial purposes Para D: to show how *Second Life* can be used for publicity/advertising purposes Para E: to give an example of how the virtual world and the real world interact Para F: to illustrate the range of activities that users of *Second Life* are involved in Para G: to point out that *Second Life* is not an original concept

- 4 1 E 2 F 3 G 4 A 5 D 6 C

- 5 1 *gatecrashing*: going to a party (etc.) that you have not been invited to. *subcultures*: groups of people who have their own shared values, traditions, etc. within a larger society. 2 *user-generated*: produced by users. 3 *killer*: (informal) exceptionally powerful/exciting, having a great impact on people.

Grammar

Ways of linking ideas

- 1 2 c 3 b 4 a 5 d

- 2 a a relative clause b a participle clause
c a descriptive noun phrase d a descriptive noun phrase e a conjunction

- 4 Suggested answers: 1 The novel *Snow Crash*, (which was) written in 1992, foresaw a futuristic virtual world called the metaverse in which characters controlled digital representations of themselves, known as avatars. 2 Players can convert their 'play money' into US dollars, using their credit card at online currency exchanges. 3 Because a player's real-world personal reputation may be affected by their virtual representation in the virtual social world, they are even more likely to spend real money on their avatars. 4 *Second Life* participants pay 'Linden dollars', (which are) the game's currency (and) which they use to rent or buy apartments from Chung, (who is) the property developer, so that they have a place to build and show off their creations.

Use of English Part 1

- 3 1 B 2 C 3 B 4 B 5 D 6 B 7 A 8 B 9 D
10 B 11 C 12 A

Vocabulary

Money verbs

- ① 2 hired 3 earn, buying, selling 4 selling
5 spend
- ② 2 make 3 buy 4 pay 5 afford, costs
- ③ 2 afford cover, spend pay 3 pay buy 4 buy
shop 5 rent borrow 6 buy spend 7 earned
raised

Speaking Part 2

- ② 2 a the game of chess and the people cooking
b The second speaker is better because she answers all parts of the question. c The first speaker doesn't say what skills and abilities are needed or why participants enjoy doing the activities. Most of the time is spent talking about his own reactions to / feelings about the activity – in this part of the exam, this is irrelevant.
- ③ See underlining in script below

Recording script CD1 Tracks 20 and 21

Candidate 1: OK, I'll start with this photo – it shows a girl playing chess, maybe with her father. They must be concentrating hard. I used to play chess, but I wasn't very good – I haven't got that kind of brain. I found it really difficult to concentrate. In fact, I never won a game of chess, so I stopped playing after a while. Now in this picture people are cooking, and I love cooking, I don't cook because I have to, I do it because I enjoy it, especially at the weekends when I've got plenty of time. I don't usually follow recipes. I prefer making things up for myself.

Candidate 2: I'm going to compare the chess photo and the one of the people cooking. To play chess you need a very logical mind, you need endless patience and most of all you need to be highly competitive. I think you'd die of boredom if you didn't care whether you won or not. As far as cooking is concerned, I think being a successful cook is probably more to do with creative instinct than just practical skills. I mean anyone can follow a simple recipe, but not everyone can make good food. Why do people enjoy doing these things? I think chess players like solving complex problems, they enjoy challenging their own brain; and of course they want to win. Cookery is more imagination,

people who enjoy cooking like making something that'll bring pleasure to themselves and other people.

- ④ Suggested answers: 1 active, agile, analytical, clear, creative, inventive, methodical, sharp
2 boundless, enormous, great, incredible
3 basic, human, natural; basic, expert, great, manual, special, technical 4 awkward, formidable, fundamental, major, practical, pressing, recurrent, serious, severe, underlying, unexpected

Writing Part 2 An informal letter

- ② Formal-informal: 5 B 4 E 3 C 2 D 1 A
1 A Friend asking to be put up for a few days
B Holiday company confirming payment and reminding holiday-maker of conditions of stay
C Invitation to staff and students to end-of-term party D Thank-you note to musicians who played at party E Apology from company for breakage of CD in transit 2 A Someone writing to a friend/acquaintance B Holiday company finance office writing to holidaymaker customer C Tutor or student writing to (other) students doing their course D Party organiser/host writing to musicians who provided entertainment E CD company writing to customer who complained
3 A am looking (leaving out I), put me up, didn't, meet up, I'd, I'll be around, Don't worry, it's, loads of other people, it'd be good B no informal features C to get everyone together, we're asking, ask someone over, It's, hopefully, shouldn't D Just a short note (leaving out This is), as well, set the evening up E no informal features
- ③ Suggested answers: 1 (This is) Just to let you know (that) ... 2 the holiday you're about to go on / you're going on soon / you've got coming up
3 will be taken from your credit card 4 the week after you leave 5 I'm very sorry about this.
6 We try very/really hard
- ⑤ Suggested answers: Nearer the beginning: comment on the fact that your friend is planning to learn your language, ask about the language course your friend is attending, give some general information about your town Nearer the end: say you're looking forward to seeing your penfriend, suggest meeting during the friend's stay

8 Don't blame the media

Reading Part 3

- ② 1 The writer interviewed people he knew. / He had worked in TV. 2 Entertainment is the priority – more important than ethical considerations. 3 American spellings of e.g. *program*, *behavior*, *verbalize*.

③ 1 C 2 D 3 B 4 A 5 B 6 D 7 C

Vocabulary

'Talking' verbs

- ① 2 spoke/talked 3 told 4 spoke/talked 5 said
6 comments
- ② 2 saying, speak 3 mention 4 expressed 5 says
6 comment 7 told, mention 8 speak

Grammar

Transitive verbs

- ① 1 told me, had never given them ethical direction
2 informed me
- ② 2 tell *me* 3 gave *it* to me 4 will allow *us* to
5 introduced *me* to 6 called *me* a liar
7 wish *you* the best of luck 8 give *me* more money

Listening Part 3

- ① 1 At any time of the day or night. It is non-stop news. 2 *Up-market newspapers* are usually aimed at the interests of readers who are wealthy. (The opposite is *down-market*.) 3 a detailed study 4 enjoy it greatly 5 *Citizen journalism* is written by ordinary people, rather than traditionally trained journalists.

② 1 C 2 D 3 A 4 D 5 C 6 B

Recording script CD2 Track 2

Interviewer: In today's *On Message* I'm joined by Harry Cameron, the veteran journalist who has witnessed many changes in his profession over the last nearly sixty years as a reporter. Harry, welcome.

Cameron: Thank you – it's a pleasure to be here.

Interviewer: Harry, I'd like to start if I may by asking you what being a journalist was like when you started your first job as a junior reporter on the *Daily Journal*.

Cameron: *My main memory of those far-off days is the sense of pride I felt at writing for a respected national newspaper. It was a real honour.* What you have to remember is that in those days people got most of their information about what was going on in the world from their daily newspapers. And almost everyone read a paper every day. Television was in its infancy – something only the rich could afford. The radio broadcast regular news bulletins, but newspapers gave people the pictures to go with the stories. Journalists like me travelled the world and filed reports which kept people up to date with everything important that was going on. I remember once in the early 1950s reporting from a war zone in East Asia. I wrote my report sitting on the bed in my hotel bedroom. I could hear gunfire and see plumes of smoke. I wrote my story, then phoned it through to my editor for publication a day or two later. I was telling people about something thousands of miles from home – and more importantly, something they didn't already know.

Interviewer: But people still read newspapers today, don't they?

Cameron: Yes, of course, but their function has changed. If you want to know what's going on in the world at any particular time, you don't read a newspaper, do you? You turn on the telly. And you'll probably have an extensive choice of news programmes to watch – some of them, like CNN or News 24, rolling news programmes which are broadcast 24 hours a day. And then, whatever channel you're watching, there'll be regular news updates. And, on top of all that, there's the Internet.

Interviewer: So, what can newspapers provide if not current news?

Cameron: Well, I suppose different newspapers provide different things, don't they? The more up-market ones give us background to the news stories and an in-depth analysis of the issues involved. I think they do this very well. At the more popular end of the market, papers these days focus more and more on stories involving celebrities from the world of sport, TV, cinema, etc. And sport itself, of course. There's sport everywhere, always accompanied by photographs – action shots. People lap all this up, and I suppose it is news of a kind, but to my mind it's a somewhat distorted definition of news.

Interviewer: And what about 'citizen journalism'? *Is this a term you're familiar with?*

Cameron: *Yes, it is, and it's something I have some sympathy with,* even though it may put some of my own colleagues out of work in the long run.

Interviewer: So how would you explain its sudden appearance as a source of information?

Cameron: It's quite simple – the fact is that the Internet has given everyone access to a wealth of information and to a worldwide audience. So a citizen journalist in a war zone, like me fifty years ago, doesn't have to write a story and send it to an editor who can decide whether or not to run the story in their newspaper – they can simply add information to a news website like NowPublic or write their own blog. Bloggers are the new journalists. And of course they can take photos with their mobile phones and send them straight to an internet site or blog.

Interviewer: And *how reliable are bloggers and citizen journalists as sources of information?*

Cameron: At least as reliable as the traditional news providers, whose stories are usually revised and cut by editors who may be under political pressure from a newspaper owner or even their government. And of course some news websites allow other members of the public to add to, update or correct stories that are already there. I'd say it's a very democratic editorial process.

Interviewer: So, this is not something you think should be controlled in any way?

Cameron: Absolutely not! Anyway, you couldn't control it even if you wanted to. The genie's out of the bottle.

Interviewer: And you have no regrets about the effect of this form of journalism on the profession you were so proud to be part of when you first became a reporter?

Cameron: I suppose I'm a little sad, but the important thing is that people have reliable sources of up-to-date information. Of course there will always be a role, in newspapers and elsewhere, for intelligent comment and analysis of the news, and if I were starting out again now, that's the kind of journalism I'd get into.

Interviewer: And you'd do it extremely well, I have no doubt. Harry Cameron, thanks for being my guest on today's *On Message*.

Cameron: It's been my pleasure.

- ③ 1 The *genie* is citizen journalism. The *bottle* is the system which restricted access to news media in the past. 2 *Students' own answers*

Grammar

Reported speech

- ① 1 the sense of pride I felt 2 I think they do this very well. 3 Is this a term you're familiar with? 4 It's something I have some sympathy with. 5 How reliable are bloggers and citizen journalists as sources of information? 6 If I were starting out again now, that's the kind of journalism I'd get into.
- ② CD2 Track 3 See sections in italics in the Recording script for Listening Part 3.
- ③ Change of tense, e.g. *is* – *was*, *felt* – *had felt* (1); change of pronoun, e.g. *I* – *he* (2); change of *this* to *that* (3); word order in reported questions (3, 5)
- ④ In a the article has (probably) already been published. In b the article has not been published yet.
- ⑤

Recording script CD2 Track 4

Ben: Do you know anything about Wikipedia?
Tom: Yes, I often use it.
Ben: So how do you look for information?

- Tom: It's like any search engine – you simply type in a keyword, press Return and the information you want appears.
- Ben: What do you use it for?
- Tom: All kinds of things. Yesterday, for example, I needed to find out about wildlife conservation in Namibia. It took me about a minute to find the information I wanted on Wikipedia.
- Ben: Have you any idea how accurate that information is?
- Tom: No, but that's no different from any other source of information. The article on Namibia had been revised the day before yesterday, so it was up to date.
- Ben: So, would you recommend using Wikipedia?
- Tom: Yes, definitely. It's free, as well as being quick and easy to use.

6 Suggested answers:

- Tom told Ben / replied that he often uses/used it.
- Ben asked Tom how he looks/looked for information. / Ben wanted to know how Tom looks/looked for information.
- Tom said (that) it is/was like any search engine. He said that you simply type/typed in a keyword, press/pressed Return and the information you want/wanted appears/appeared / will/would appear.
- Ben asked Tom what he uses/used it for. / Ben wondered what Tom uses/used it for.
- Tom explained that he uses/used it for all kinds of things. The day before / The previous day, for example, he had needed to find out about wildlife conservation in Namibia. He maintained (that) it had taken him about a minute to find the information he (had) wanted on Wikipedia.
- Ben asked if/whether Tom has/had any idea how accurate the information is/was.
- Tom said (that) he doesn't/didn't, but that it is/was no different from any other source of information. He said that the article on Namibia had been revised two days earlier/previously/ before, so he thought (that) it is/was up to date.
- Ben asked Tom if he would recommend using Wikipedia.
- Tom said that he would, definitely. He added that it is/was free, as well as being quick and easy to use.

Use of English Part 3

- 1 2 unimportant 3 illegal 4 impossible
5 irregular 6 intolerant
Nouns: 2 unimportance 3 illegality
4 impossibility 5 irregularity 6 intolerance
- 2 2 reclaim 3 misinform 4 prejudice 5 overreact
6 destabilise 7 understate
Nouns: 2 reclamation 3 misinformation
4 prejudgement 5 overreaction 6 destabilisation
7 understatement
- 3 2 co-owner 3 ex-politician 4 mistrust
5 semi-circle
Adjectives: 2 co-owned 3 no adjective
4 mistrustful 5 semi-circular
- 4 1 consider – consideration, contest – contestant,
direct – directive, employ – employee, entertain
– entertainment, produce – production,
producer, view – viewer
2 accept – acceptable, cooperate – cooperative,
create – creative, represent – representative,
succeed – successful
3 doctor – doctoral, ethics – ethical
4 height – heighten, verb – verbalize (UK
verbalise), victim – victimize (UK victimise)
- 5 1 basically dishonest 2 universities
- 6 1 intellectual 2 journalism 3 accuracy
4 construction 5 difference 6 apparent
7 abandonment 8 impartiality 9 argument
10 maintenance

Speaking Part 3

- 3 Suggested answers: 1 No – they spend more time discussing the individual influences and do not decide together which has the most powerful influence. 2 They spend very little time on newspapers or advertising and too much time on radio. 3 Yes, but Woman 2 says a bit more than Woman 1.
- 4 See underlining in script below.

Recording script CD2 Track 5

Woman 1: Well, I'd say that nearly everyone watches the news on TV – if they're above a certain age. I have to say when I was younger I never watched the news.

Woman 2: No, I used to hate the news. I used to get really bored when my parents put it on.

Woman 1: But now I'm quite interested to hear what's going on.

Woman 2: I don't actually watch the news – I prefer to listen to it on the radio, but I think that's fairly unusual.

Woman 1: Mmm. Yeah, I think I'd rather watch it on TV.

Woman 2: I think it gets pretty depressing if you watch it – there's so much bad news. I think they cover much more bad news than good news – and I don't want to watch about wars and famines and things like that.

Woman 1: OK – now we've got newspapers. I would say quite a few people read these, but I think people tend to read the newspapers that agree with their political opinions.

Woman 2: Or if they just want amusement, they read one of the tabloids.

Woman 1: Erm – advertising, erm, is in everything.

Woman 2: There's so much brand management now – it's all sort of half subconscious. People sponsoring things and ...

Woman 1: Too much money spent on advertising.

Woman 2: Yeah ... Radio, which we've already mentioned.

Woman 1: Yeah, with me it sort of goes through phases. I like listening to the radio when I get up because I like to know what's going on.

Woman 2: Apparently we seem to be in a visual age – I don't know, but over time I would imagine radio listening has probably gone down.

Woman 1: I think actually it's just changed – I mean people listen to the radio on their mobile phone now ...

Woman 2: Yeah, or the Internet – there are lots of radio stations and programmes you can listen to on the Internet ...

Woman 1: Yeah – live or often you can listen again.

Woman 2: Or on your iPod. There are about eight million people listen to the breakfast show, so ...

Woman 1: Hmm – that's quite a lot of people.

Woman 2: Yeah – very much a background thing, though, these days. I mean, every café you go into's going to have a radio programme on, aren't they?

Woman 1: OK – we're on to the Internet and the World Wide Web. I think this is massive – it's fantastic – in western countries the most influential of all of these things.

Woman 2: You can just find out anything.

Woman 1: Yeah, absolutely anything – Wikipedia, and all the social networking sites and stuff.

Woman 2: And at least with the Internet people have a huge choice.

Woman 1: But don't forget the banner ads.

Woman 2: You see, you can never get away from advertising of some kind.

Woman 1: I know – even Google mail, when you sign up – they advertise certain things that you like, they look for your keywords.

Woman 2: Big business is, I guess, a lot more influential than we realise – because their wealth gives them power.

Woman 1: Yeah – but it's less direct power, isn't it?

Woman 2: I wouldn't say it's less direct. It may be less obvious, but there's no doubt that large sections of the media are owned and controlled by the business interests of a few powerful individuals. This allows them to influence people's political views and control advertising. This in turn means that they have an influence on how we spend our money.

Woman 1: It's all a bit sinister, don't you think?

Woman 2: Yeah, a bit Big Brother-ish – being told what to think.

Writing Part 1 A proposal

② *Suggested answers:* 1 No – only three programme ideas are suggested instead of the four asked for in the question. 2 The use of *will* instead of *might*, *could* and *would* would make the ideas seem more concrete and real in the writer's mind. 3 The style is appropriately formal except for *If you ask me*, which is too informal and should be more formal, e.g. *In my opinion*.

Vocabulary and grammar review Unit 7

Vocabulary

- ① 2 rent, buy 3 makes/earns 4 sell 5 hired
6 earn / make 7 cost, paying 8 spend
- ② 1 form 2 view 3 flat
- ③

O	O	D	K	W	P	O	P	C
U	F	O	L	K	E	R	S	L
T	L	C	H	E	S	O	F	A
B	A	E	Y	E	I	C	O	S
R	T	A	O	B	C	K	P	S
J	I	S	O	U	L	U	E	I
A	N	E	E	C	A	R	R	C
Z	W	O	R	L	D	E	A	A
Z	D	I	S	C	O	M	L	L

Grammar

- ④ *Suggested answers:* 1 ... and stop it from breaking apart, (all of) which he finds very difficult. / An eleven-year-old boy tries to understand his family and stop it from breaking apart while dealing with his mother's absence, (all of) which he finds very difficult. 2 A man called Black, whose brain becomes magnetised, destroys every tape in a video store, (which is) owned by his best friend. Feeling sorry for the store's most loyal customer, an elderly woman who is losing her memory, Black and his friend set out to remake the lost films, which include / including *The Lion King* and *Robocop*. 3 In this film, (which is) based on a sci-fi novel by Richard Matheson, a military scientist, played by Will Smith, is left completely alone in New York, which is deserted after a virus has wiped out the human race.

Vocabulary and grammar review Unit 8

Vocabulary

- ① 2 mistrust 3 illegal 4 disappear
5 autobiography 6 reclamation 7 prejudge
8 destabilise
- ② 2 entertainment/entertainer, entertaining
3 cooperation, cooperative 4 produce, productive
5 consideration, considerate/considerable
6 create, creation/creator

Grammar

- ③ *Suggested answers:* 2 Clare said it was a real surprise seeing Tom last week / had been a real surprise seeing Tom the previous week. She said she hadn't seen him since they were / they'd been at school together. 3 Ben asked Jerry if he should do / if he wanted him to do the shopping that week. 4 Becky said to Jamie that he should have told her what he'd been planning to do. She said she could have helped him. 5 The doctor told me that I had to stop smoking if I wanted to get rid of my cough. 6 Nick said that if anyone asked for him, he'd be working at home on the following Friday. 7 Bogdan asked me how many languages I could/can speak.
- ④ 2 'Do you have / Have you got any plans for tomorrow evening?' 3 'You should / ought to eat regular meals and do more exercise.' 4 'This is the worst programme I've ever seen.' 5 'I'll phone you as soon as I get home.' 6 'I hope I'm going / I'll be going there tomorrow.'
- ⑤ 1 *Alternative answer:* Maria promised (that) she would never do that again.
2 Alexei advised me to apply for that job.
3 Simon asked me if I'd / I had ever thought of starting my own business. 4 Svetlana suggested meeting the following / suggested (that) we (should) meet the following day. 5 The police officer warned the motorist not to drink if he was driving. 6 Tom and Alexis announced that they were getting married in May.

9 At top speed

Listening Part 1

2 1 B 2 A

Recording script CD2 Track 6

Extract One

Interviewer: The advent of the steam train made an enormous difference to nineteenth-century society in all sorts of ways, didn't it, Tom?

Tom: Yes, the change was tremendous. People's entire conception of the world, the way they related to it and the way they lived underwent a profound transformation. It wasn't all immediate, of course, but eventually, and to a very great extent it fashioned the way we live today. It started with things which we find laughable today such as people's terror that the trains' vibrations would shatter their skeletons. When they got onto trains, they found everything going past in a blur of speed, and that blur is something which was eventually reflected in the work of pre-impressionist and impressionist painters later in the century. And over the next hundred years railways had profound effects on the countryside, making it possible for people to live there and travel in to work in the cities. Outlying villages became suburbs and dormitory towns. And also quite suddenly human beings went from being comparatively slow and clumsy to being faster than any other living thing and I think this had a subtle but strong effect on the way people regarded the natural world. They began to think they could dominate it by their actions. I doubt if any other invention has had such a profound influence on the human psyche. Nineteenth-century literature and art is full of it.

Interviewer: The early steam trains also suffered some quite horrific accidents, didn't they?

5 3 A 4 C

Recording script CD2 Track 7

Extract Two

Woman: Do you think there are any limits to the speed people can run at? I mean, will there ever come a time when athletes at Olympic events just aren't breaking records any more?

Man: Well, we're already quite close to that stage, aren't we? When athletes broke Olympic records in the past, some of their feats were mind-blowing. For example, when Bob Beamon broke the long jump record in 1968, his jump was 55 centimetres longer than the previous record and it wasn't until 1991 that someone managed to better it. I can't imagine anyone making such a difference nowadays.

Woman: Although there'll always be those exceptional individuals who grab the headlines with their exploits.

Man: Though I suspect that they'll be relatively few and far between. Still, newspapers and TV have to live off something and they'll hype a relatively small achievement into something far bigger than it really is.

Woman: Small achievement! Breaking a record even by a millisecond is always going to be pretty incredible, something enormous for the individual who does it.

Man: But when all is said and done, we're pretty close to the limits of human potential now.

Woman: Maybe. In the past what made a difference was when sport stopped being for amateurs and people could devote themselves to it full time, not to mention new technologies which affected shoe or track design. Perhaps the next big step forward will be altering genes to produce better athletes.

Man: Yeah, that used to smack of science fiction, didn't it, but now it really is looking more and more likely, isn't it?

Woman: Yes, and not just better athletes, better everyone!

Recording script CD2 Track 8

Extract Three

Interviewer: Dr Desai, the difficulties of interstellar travel are enormous, aren't they?

Desai: Vast. When you think that the nearest star is 4.2 light years away, a spaceship using current technology would take seventy-two thousand years to get there. Much more than the entire known history of this planet.

Interviewer: What are the possibilities of building a spaceship that travels much, much faster?

Desai: Well, I'd say that with research and development it could be technically feasible, but it would probably need to be powered by a nuclear explosion to get it travelling at close to the speed of light. Building such a craft is certainly not on anyone's space programme yet. The explosion would of course have to be set off at a good safe distance from the Earth, but you have to remember that current treaties prohibit nuclear explosions in space, so at present it's a non-starter.

Interviewer: In your book you mention non-nuclear technology and in particular a generational spaceship. Can you explain for listeners exactly what this is?

Desai: Yes, indeed. Given the vast distances and the time involved, even a very fast spaceship using non-nuclear technology would take several thousand years to reach another star. And there are quite a lot of good candidates not too far away where we have identified planets. This means that the people volunteering to go on this journey, assuming that there are volunteers, won't live long enough to reach their destination, nor will their grandchildren or their great grandchildren, but many generations later on. These people, probably a hundred and fifty or two hundred of them, will have to live together in a confined space for thousands of years, travelling through the emptiness of space to we know not what they will encounter when they get there. What activities could we find for the crew to do during all this time? What would be the point

Q6

of their lives? And there's always the risk that they could degenerate into barbarism and fighting amongst themselves like some small isolated societies here on Earth.

Interviewer: So, are there any realistic prospects for interstellar space travel in the near future?

Reading Part 2

② *Suggested answers:* Para 1: the effects of driving very fast Para 2: the problems of driving at high speed Para 3: comparison with a Formula One car Para 4: how the engineer produced enough power Para 5: the problem of aerodynamics Para 6: the solution to the aerodynamics Para 7: how it feels to drive this car.

Suggested words to underline: at this juncture, when you look at the history of its development, His engineers were horrified, Then things got tricky, When this had been done, they hit on the idea, I didn't care

③ 1 C 2 A 3 D 4 B 5 E 6 G

Grammar

Tenses in time clauses and time adverbials

① 2 you're covering 3 look 4 was done / had been done (*both are correct and have the same meaning, i.e. one thing happened after the other*) 5 broke 6 bought

② 2 had been working / had worked 3 are driving 4 were waiting 5 am 6 was accepted

③ 2 when 3 during, when/while 4 while/when 5 Meanwhile

④ 2 at in 3 of in 4 in at 5 of in 6 correct 7 in on 8 in at 9 in on 10 correct

Vocabulary

Action, activity, event and programme

① 1 c, e, j 2 d, i, k 3 b, h 4 f, g

② 1 actions, j 2 events, h 3 programme, f 4 activities, i

③ 2 programme 3 action 4 programme 5 action 6 event 7 activity 8 programme 9 event 10 activity 11 action 12 event

- ④ *Collocations:* frenetic activity, social event, spare-time activity, programme of (social) events, flurry of activity, call for swift action

Use of English Part 4

- ① 1 verb 2 adjective 3 noun 4 verb 5 adjective
 ② 1 meets 2 strong 3 way 4 broke 5 close

Speaking Part 2

- ③ 2 Yes 3 No 4 No 5 Yes 6 Yes 7 No

Recording script CD2 Track 9

Interviewer: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people using different machines or devices. I'd like you to compare two of the pictures and say how the machines or devices help the people to do their work faster.

Candidate: Well, the first one is a policewoman using what I think must be a pda – you know, one of those hand-held devices which you can use when you want to connect to the Internet and check or send data. She's probably checking the identity of a driver she's stopped or she could be checking to see if the car she's looking at is stolen or something. The other picture shows – what do you call the person? – a cowboy or a shepherd, I'm not sure, riding one of those quad bikes while he's moving his herd, I mean his flock of sheep. The policewoman can do her job faster because she can do it in – what's the word? – in real time: she doesn't have to call someone at the police station or go there to check the information. She might even be able to give the driver a fine automatically. The shepherd doesn't have to walk or use a horse all day, so everything is quicker and he doesn't get so tired doing his job – and nor does his dog!

- ④ 2 of those 3 what do 4 I mean 5 what's
 ⑤ 1 4 2 2 3 1 and 3 4 3 and 5

Recording script CD2 Track 10

Instructions for Set A

Interviewer: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people using different machines or devices. I'd like you to compare two of the pictures and say if you think the machines or devices really help the people to do their jobs better.

Recording script CD2 Track 11

Instructions for Set B

Interviewer: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people doing things in a traditional way. These things are often done using a machine nowadays. I'd like you to compare two of the pictures and say what the benefits are of doing the activities in a traditional way.

Writing Part 2 An essay

- ① 2 T 3 F 4 T 5 F 6 T
 ④ 2 As a result 3 However 4 In contrast to ourselves 5 What is more 6 in general 7 In conclusion 8 On the contrary
 ⑤ 1 paragraph C 2 paragraph B 3 paragraph D 4 paragraph A

10 A lifelong process

Reading Part 4

- ③ *Students should underline:* 2 take a higher degree 3 work with other students 4 family member 5 where it was 6 people praise it 7 calmness 8 not / first choice 9 at ease / short time 10 communication easy 11 printed information / unhelpful 12 too busy 13 random choice 14 repeat 15 go back home
 ④ 1 F 2 B 3 E 4 A 5 B 6 C 7 A 8 E 9 D 10 B 11 D 12 C 13 D 14 F 15 A

Grammar

Modal verbs expressing ability, possibility and obligation

- ① 1&2 **b** possibility, any time **c** obligation, past
d obligation, past **e** ability, present **f** ability, past
- ② 2 **a** I didn't worry. **b** I worried but it wasn't necessary. 3 **a** It isn't necessary for you to go to the lecture. **b** You are prohibited from going to the lecture. 4 **a** *incorrect* (We cannot use the affirmative *could* [ability] to refer to a single occasion in the past.) **b** *correct* (We use *managed to* / *succeeded in* + *-ing* or *was able to* to refer to single occasions.) 5 **a** It is possible for him to stay, and it is certain or quite likely that he will stay. **b** It would be possible, but it is not certain that he will stay. 6 **a** *correct* **b** *incorrect* (We do not use *could not* to refer to a future possibility.)
- ③ 2 ~~needn't to~~ needn't 3 ~~need do~~ need to do
4 ~~could~~ can (this is a definite offer – *could* would suggest that the offer was conditional) 5 ~~we-~~
~~afford~~ we can afford 6 ~~can't~~ couldn't

Vocabulary

Chance, occasion, opportunity and possibility

- ① 2 occasions 3 opportunity 4 possibility
5 occasion 6 possibility
- ② 1 *Alternative answer:* opportunity
2 opportunity 3 possibility 4 chance
5 opportunity / chance 6 possibility / chance
7 occasion 8 chance / possibility

Listening Part 2

The alternatives in brackets are possible but they do not conform to the suggested number of words.

- ⑤ 2 colloquial Egyptian dialect (Arabic)
3 unmarried mixed 4 culture shock 5 shops
and cafés (cafés) 6 bargain with 7 dissimilar
forms 8 country club

Recording script CD2 Track 12

Presenter: In today's programme, we're going to hear about the experiences of a British student who is spending a year studying in Egypt. Amy, could you tell us what your life is like in Egypt?

Amy: Well, I wake up at about 3 am when a man wearing a grey, floor-length galabiyya marches down the street, banging a small drum and calling to people to wake up for the meal they eat before they start fasting at dawn. It's Ramadan at the moment. Four hours later, my electronic alarm goes off and I roll out of bed. I dress carefully, ensuring that my legs, stomach and shoulders are covered despite the heat. Three friends and I have travelled to the Alexandria Centre for Languages for an Arabic course as part of our degree course at Bristol University. In our first year at Bristol we were offered the choice of several modern languages. Persian, Turkish and Arabic were available, but I was charmed by the Arabic lecturer who had a huge smile and a real passion for his subject. As the course developed, so did my fascination with Arabic, its different alphabet – and the culture. I researched the possibility of studying in a Middle Eastern country. In the end we settled on Alexandria: the city has a lively cultural scene, and its colloquial Egyptian dialect is the most widely understood throughout the Arab World. We arrived in September and got to our hotel at about 10 pm. Unfortunately, the staff were nervous about letting us stay, as we were an unmarried, mixed group. We eventually found another hotel, where we bartered for the price of rooms. We spent the next few days settling in and getting to know the city. Then our course leader arranged flats for us to look around. We chose a light, spacious flat, with a friendly and helpful landlady. It's much better than I was used to in Bristol. It was a fascinating time for us, but the culture shock was so great that within the first week one of our group returned home. The area around the language centre is crowded with shops and cafés, where people sit and drink tea. We usually have lunch at the centre: small flatbreads stuffed with falafel or beans; or large circular pieces of bread, filled with strips of beef and pieces of cheese. We have two teachers. Rania is a young woman who wears

Q1

Q2

Q3

Q4

Q5

Q6

a hijab that always matches her jeans. In her lessons we learn how to greet, congratulate and explain why we are in Alexandria. Ingy is more liberally dressed: jeans, short sleeves, no hijab. With her, we do role plays where we bargain with taxi drivers, buy groceries or haggle for gold at the jeweller's. The teachers seem unaffected by the pressures of Ramadan. They teach for 4½ hours a day, Sunday to Thursday, with no food or water from sunrise until sunset. One of the most difficult

Q7

challenges in learning Arabic is that it has two dissimilar forms. Alongside 'amiyya, the colloquial dialect, is fusha, which dominates the media and written forms of Arabic, including the Qur'an. Although they share some vocabulary, it's like learning two languages alongside each other.

Q8

At weekends we relax at the Acacia Country Club, where membership costs £10 a month, and lie by the pool, where dress rules are more relaxed. In the evenings we sit in cafés by the sea and smoke apple sheesha. I'm writing my dissertation at the Bibliotheca Alexandrina. Its exterior is covered with characters from every alphabet in the world, symbolic of the array of knowledge that was once contained in the old library and of what will be contained in the new one. Soon the crescent moon will signal the end of Ramadan, and Egypt will show us another face.

Use of English Part 1

① 2 four 3 ten 4 before

② *Suggested answers: lifelong learning*: learning that can take place at any time during a person's life, learning not limited to years of formal/compulsory education; *retraining*: learning how to do a different job; *to upgrade (your) skills*: to improve how good you are at doing something, to learn new, higher-level, more up-to-date skills

⑤ 1 A 2 B 3 B 4 D 5 B 6 D 7 C 8 C 9 D
10 C 11 D 12 A

Speaking Part 3

③ 1 In general, both speakers meet the criteria listed, but the woman is better at keeping the conversation flowing and expressing opinions. The man tends either to react to what the woman has said or simply to describe a new photo. There is not much scope for students to make suggestions or speculate in relation to this particular task. 2 Their range of vocabulary meets the task requirements.

Recording script CD2 Track 13

Woman: OK, the first picture is obviously a classroom – someone working on an interactive whiteboard. Do you think that's a good way to learn?

Man: It's probably quite a good way to learn, yeah. And the next picture's of a student and of someone, not sure who, in a sort of one-to-one learning session which would probably be quite good for learning some things.

Woman: Yeah, it's not really a group environment, though, not like the ...

Man: Probably not good for learning a language ...

Woman: The next one is kids all sat in a classroom. I suppose it'd be quite interactive – you could learn together, but ...

Man: Yeah, the next one's someone on a computer – probably learning stuff off the net, which again probably wouldn't be a good way to learn a language – wouldn't be able to, you know, talk much.

Woman: No ... The next one I think is a group of girls just talking and writing on clipboards.

Man: Talking to people, perhaps, ...

Woman: Yes, that'd probably be a good way to learn a language.

Man: Conversation.

Woman: And being outdoors and seeing things.

Man: And finally there's a lecture theatre with a big screen at the front and a guy giving a talk on a podium by the looks of it.

Woman: So, which one do you reckon would be the best?

Man: Probably the first one or ...

Woman: I don't know, though, because you wouldn't get much one-to-one, would you?

Man: Mmm.
 Woman: I think it would be the one outside just walking around talking to people ... Which one shall we go for?
 Man: Well, I'll go for that one as well, then.
 Woman: OK – the field trip.

- ④ & ⑤ 1 which would probably be *quite good* for learning *some things*. 2 the next one's *someone* on a computer – probably learning *stuff* off the net, which again probably wouldn't be *a good way to learn* a language. 3 M: *Talking to people*, perhaps. / W: Yes, that'd probably be a good way to learn a language. / M: *Conversation*.

Writing Part 1 A report

- ① *Suggested answers*: 1 Introduction, Computers, Accommodation and other facilities, Car parking, Conclusions and recommendations 2 Both students and staff commented on access to computers and problems with the canteen. Both staff and visitors commented on parking facilities.
 ② *Suggested answers*: 2 The provision of computers / Access to computers 3 The canteen 4 Car parking facilities / Car parks 5 Other suggestions 6 Conclusions and recommendations
 ③ 1 *recommend* + noun phrase (Staff ... recommended a reduction); (*would*) *recommend* + *-ing* (I would recommend implementing all the suggestions); *suggest* + noun phrase (to suggest ways in which ...); *suggest that* + clause with subjunctive verb (Students suggested that the gym ... be enlarged); (*would*) *suggest that* + clause with *should* (I would suggest that drivers should make alternative arrangements) 2 commented on, felt strongly that, expressed the view that, did not mention, suggested that 3 would welcome, would appreciate, would be grateful for
 ④ *Suggested answers*: 1 The college principal and perhaps other senior managers 2 No – comments in emails will be regarded as speech, so in the report will be turned into quite formal reported speech. 3 Four: Introduction / The issue, Information and publicity, Incentives, Conclusions and recommendations

Vocabulary and grammar review Unit 9

Vocabulary

- ① 2 action 3 activity 4 programme 5 events
 6 event 7 action 8 programme
 ② 1 cover 2 place 3 tough 4 pointing 5 steady

Grammar

- ③ 2 is working 3 was 4 has been working
 5 I'm having 6 was working 7 had arrived
 8 played

Vocabulary and grammar review Unit 10

Vocabulary

- ① 2 last 3 historic 4 slight 5 miss, golden 6 real
 7 solemn 8 second
 ② 1 fast 2 pass 3 settle

Grammar

- ③ 2 must, didn't have to / didn't need to 3 must, have to / need to 4 needn't / don't need to / don't have to 5 mustn't, have to 6 need to / must / have to
 ④ 2 *correct* 3 ~~could~~ can 4 ~~could~~ managed to pass / ~~could pass~~ succeeded in passing 5 ~~be able to~~ / ~~could~~ would

11 Being somewhere else

Listening Part 1

- 1 2 different themes 3 A, B, or C, twice
4 read the questions and underline the key ideas
5 listen to the whole extract before making your choices

- 3 **Extract One** dull, if I were you, miserable
Extract Two call off, put off, pay up
Extract Three wrap up, walking over rough ground, quite unpleasant otherwise

- 4 1 B 2 A 3 A 4 B 5 C 6 C

Recording script CD2 Track 14

Extract One

Woman: It'll be getting dark soon, won't it? What about over there? That looks quite a good place to stop and camp for the night, doesn't it?

Man: Maybe.

Woman: Very peaceful.

Man: I doubt if it'll be that. If I'd known about the mosquitoes, I'd never have come. I was expecting excitement and rapids and spectacular landscapes and all we're getting is bitten on a flat river surrounded by dull little trees – and the mountains are miles away! It's not as if we had to come here. There were lots of other places we could have gone.

Woman: Come on, Don. It's not so bad. If I were you, I'd put some insect repellent on right away, just like I've done, and then they won't bite you. And if you'd just stop griping for a while, perhaps we'd start enjoying ourselves a bit. Just think about how quiet and peaceful it all is and what a lovely rest from city life!

Man: Rest! If we'd stayed at home, I'd be resting in front of the telly right now, instead of paddling up this miserable river.

Woman: Don!

Extract Two

Man 1: So, what will we do if the weather turns bad? Just carry on, or do you think we'd have to call things off?

Man 2: Call things off? No way! Not after all the preparations we've made. Look, we're taking wet-weather gear and we've got good warm waterproof sleeping bags. I mean, if things look really bad, we can always put things off for a few days and start a bit later.

Man 1: OK, but we're not really going at the best time of year, you know. North-west Spain in winter can be pretty icy.

Man 2: Of course, but that's all part of it, isn't it? I mean, we've committed ourselves to this thing, so we've got to get there or else we'll never live it down. I'm sure we'll make it, I mean, our names will be dirt with all our sponsors if we don't. And a little hardship never hurt anyone. It's good for you!

Man 1: Still, I imagine they'd pay up anyway even if we didn't get there, don't you?

Extract Three

Interviewer: So, Kate, in your book *Lesser Known Egypt* you recommend all sorts of exciting and interesting places off the beaten tourist track.

Kate: Yes, and for the really intrepid tourist none of them is at all difficult to get to.

Interviewer: Right.

Kate: All you need is a little bit of planning in advance and even that's easy if you use my book.

Interviewer: You suggest people should go in the winter when the heat is not so overwhelming, don't you?

Kate: Exactly, and it can even get quite chilly at night, so you might need something warm to wrap up in. Mind you, in the daytime you'll find it's almost always sunny. You have to do quite a lot of walking over rough ground in the desert, and of course there's no shade, so I never went out without something to cover my head or I'd have got quite sunburnt. I'd strongly advise other people to do the same.

Interviewer: And what was the most enjoyable thing you found about travelling around Egypt on your own?

Kate: Q6 Without a doubt the people I travelled with.
It could all have been quite unpleasant
otherwise, you know, waiting for buses in
dusty villages and so on, but I found everyone
so kind. You know, they'd make conversation,
invite me to coffee and really help me to get to
know the country. Otherwise I wouldn't have
enjoyed things nearly so much. As it was, I felt
that I wanted the journey to go on forever.

Interviewer: Fantastic.

Kate: Yes, indeed.

Grammar

Conditionals

- 1 Suggested answers: 5 and 6 are both 1st conditional, 4 and 7 are both 2nd conditional, 2 and 3 are both 2nd conditional, used to try to persuade the listener to do something (in 2 by giving advice, in 3 by complaining about the listener's behaviour). 4 is a mixed 2nd and 3rd conditional, 3 and 4 refer to things which are not happening in the present but which the speaker would like to be happening, 1, 4, 8 and 9 all talk about the past or make a reference to it, 5, 6 and 7 all refer to future possibilities and what might happen if they occur, 5 and 7 both ask for an opinion about a future possibility. 10 is not conditional – it uses *would* to talk about past habit.
- 2 2 wasn't / weren't rushing, would be 3 wasn't / weren't, would probably have reached / probably would have reached 4 would try, was/were, would have 5 were, would carry 6 wouldn't have happened, had been concentrating / had concentrated 7 would ever abandon, was/were travelling 8 would like, will show
- 3 2 send would send 3 (possibly) ~~will not~~ do not, ~~am~~ will be 4 ~~stand~~ be standing 5 ~~won't~~ wouldn't 6 would will 7 ~~will~~ would 8 ~~have travelled~~ travel

Speaking Part 1

- 1 Suggested answer: All except 3 and 7.
- 2 1 Thea: 6 Archie: 4 Nina: 1 or 8 2 Thea and Nina 3 No, because sometimes they're describing reality rather than an imagined situation or event. 4 Nina – wonderful, such a lovely area, fabulous, great, I'd really love that, the chance of a lifetime. She also shows enthusiasm through her intonation. 5 They use their own vocabulary – this shows

range of vocabulary, knowledge of synonyms, understanding of the question, confidence with English.

Recording script CD2 Track 15

- Thea: Well, it depends where to. I'm certainly not afraid of taking risks for a bit of excitement and I get a real buzz from a bit of danger. But it would have to be a journey to somewhere interesting, somewhere that was worth visiting. I wouldn't want to do it just for the excitement.
- Archie: Well, it certainly helps with the day-to-day problems like buying tickets, getting information and so on. But I'd say it's generally better to try to speak the local language if you can, because then you can get to know people, talk to them on their own terms and that's when real communication starts happening. On the other hand, you can't learn the language of every country you want to visit, and in those cases English is definitely better than nothing.
- Nina: Normally I go to the Scottish Highlands for a couple of weeks in the summer, which is wonderful, it's such a lovely area, but the chance to go further afield and have some completely different experiences, well, for example to spend two or three months travelling round Africa, would be fabulous. It'd be great to see some of those places you only normally see on television, for example the Ngorongoro Crater or the Kruger National Park. I'd really love that. It'd be the chance of a lifetime!

Reading Part 3

- 1 2 F – you have about 18 minutes. 3 T 4 T 5 F – there must be evidence in the text to support your choice.
- 3 Any or all of these reasons: to disappear, to break out of his predictable routine, to be inaccessible / unobtainable / out of touch; also for pleasure, for untold tales, hope, comedy and sweetness, to wander the hinterland, for revenge for being kept waiting, to get away from domestic life and modern technology, in the spirit of discovery
- 4 1 A 2 D 3 A 4 C 5 B 6 D 7 C

Vocabulary

At, in and on to express location

- 1 2 in 3 on, at, in 4 at, at 5 at 6 in 7 on
- 2 b on (7) c on (3) d in (1, 2, 6)
- 3 2 at on 3 of in 4 at in 5 at on 6 at on
7 at in 8 in on 9 at on 10 to in

Use of English Part 2

- 1 2 12 3 'grammar' 4 general idea 5 before and after 6 every question 7 spelled 8 the completed text 9 makes sense
- 3 1 They tried *Googling* it on the Internet, but they finally found it through an island broker.
2 To avoid what had happened to other Fijian islands, i.e. hotel complexes and marinas.
- 4 1 for 2 on 3 go/set 4 else 5 all 6 whose
7 until 8 who 9 enough 10 have/take 11 soon
12 One 13 had 14 what 15 a

Writing Part 2 A contribution to a longer piece

- 1 1 No 2 local places of interest for a college information booklet – types of places and what to see there, things to take with you (e.g. special clothing), advice about the best time to visit, etc. 3 students from other countries
4 informal, personal
- 5 1 Yes 2 *Old Sarum*: binoculars and a warm jacket; *Wilton House*: a picnic 3 It's divided into sections with a short introduction. 4 The reader is addressed as *you*. 5 *Suggested answers*: use of *you*, contractions, choice of vocabulary, e.g. *spot* instead of *location*, *pick* instead of *choose*, use of informal punctuation such as exclamation marks
6 *Students should underline*: well worth, spectacular, unusual, atmospheric, great, superb, splendid, grandest, amazing, attractive, world-famous, excellent, reasonably priced

12 The living world

Starting off

- 1 1 A and F
2 *Suggested answers*: A green energy / alternative sources of energy / greenhouse gases B animal conservation / protection of endangered species C effects of pollution on human health D pollution / greenhouse gases / global warming E energy conservation F climate change / global warming
3 A and B

Reading Part 2

- 1 2 is one 3 synonyms 4 gapped text
- 3 1 1 The article does not explain exactly how parrots learn, but does give these suggestions for why parrots have the ability to speak: their intelligence has evolved, they can 'vocalise' words, they live a long time so have time to learn.
2 Yes – see paragraph 6. 3 No others are mentioned (primates, e.g. chimpanzees, can communicate but can't speak). 2 The photos show the parrot choosing letters / communicating with Dr Pepperberg.
- 4 1 D 2 G 3 C 4 E 5 A 6 B

Vocabulary

Word formation

- 1 apology; communication, communicator; conclusion; description; performance, performer; prosperity; suspect, suspicion
- 2 assume, behave, combine, evolve, explain, respond
- 3 *Suggested answers*: They say the price of oil is going to *increase*. / There was a significant *increase* in annual rainfall last year. Many countries *export* goods to other countries. / There was a fall in the value of our *exports* last year. If students do well in the test, they can *progress* to the next level. / I think I'm making good *progress*. The chief of police expects people to *rebel* against the recent rise in taxes. / He's always been a bit of a *rebel*, even when he was a small child.

Grammar

Nouns and articles

- ① *singular countable nouns*: elephant, plant
plural countable nouns: trees, elephants, years
uncountable nouns: bark, skin, tissue
uncountable nouns that could be countable in other contexts:
 skin, tissue (*a skin* = the whole covering of an animal (also known as *a pelt*), especially when it is used for something when the animal is dead; *a tissue* = a paper handkerchief) *proper nouns (names)*: Africa, Earth
- ② 1 **a** part of a bar of chocolate, **a** small individual chocolate – probably from a box 2 **a** meat from a chicken, **b** the birds themselves 3 **a** the taste or the drink in general, **b** a cup of coffee
 4 **a** mass of hair, **b** a single strand of hair
 5 **a** the substance, **b** different types of cheese
- ③ 2 **a** 3 **a** 4 **a** 5 \emptyset , \emptyset , \emptyset 6 **the** 7 **a** 8 **the**
- ④ (*The numbers 1–8 refer to the sentences in Exercise 3.*) 1 **b** 2 **a** 3 **d** 4 **c** 5 **b**, **b**, **a** 6 **a** 7 **b** 8 **d**
- ⑤ 2 **a** 3 **the** 4 **a** 5 \emptyset 6 **the** 7 **the** 8 \emptyset (*grass in general*) *or* **the** (*particular grass which was near a cliff*) 9 **a** 10 **a** 11 **The** (*the particular experts already referred to*) *or* \emptyset (*experts in general*)
 12 **the** 13 **the** 14 \emptyset 15 **the** 16 \emptyset 17 \emptyset (*any tigers / tigers in general*) *or* **the** (*the particular tigers that this article is about*) 18 \emptyset 19 **the** (*the species*) *or* **a** (*a single specimen of the species*)
 20 **an**
- ⑥ 2 You should get *the* / *a* job even though you haven't got *a* degree in marketing. 3 This report aims to describe *the* advantages and (*the*) disadvantages of green taxes. 4 Students can access *the* Internet in their classrooms and *the* college library. 5 Society needs to provide affordable accommodation for *the* homeless. 6 **A** *The* most important thing is to get people talking about the issues. 7 Tokyo is *a* *the* capital of Japan. 8 Nowadays the technology is everywhere.

Listening Part 2

- ① 2 **F** – no more than three words will be missing from each sentence. 3 **T** 4 **T**
- ③ 1 *Students' own answers* 2 *Resources for food*: aquatic mammals such as seals, walruses, and whales *Other resources*: stone (for houses), wood,

animal skins, snow 3 *Student's own answers*

Recording script CD2 Track 16

Presenter: The Inuit, or Eskimo people, live in the Arctic and sub-Arctic regions of Siberia, Greenland and Canada. Altogether there are more than 100,000 Inuit, most of whom live near the sea, hunting aquatic mammals such as seals, walruses and whales.

European whalers, who arrived in the latter part of the nineteenth century, had a strong impact on the Inuit. They brought their religion but they also brought their infectious diseases, diseases to which the Inuit had no immunity and which, as a direct consequence of this, reduced the population in some areas.

In the past, the Inuit had several different forms of traditional housing. In Greenland, they often lived in permanent stone houses. Along the shores of Siberia, they lived in villages made up of wooden houses. Summer housing for many Inuit was a skin tent, while in the winter igloos, houses made of snow, were common.

Wherever they live today, the Inuit are involved in the modern world. They have wholeheartedly adopted much of its technology, as well as its clothing, and the design of their living spaces. Their economic, religious and governmental institutions have also been heavily influenced by the cultures of their near neighbours in Europe and America.

- ⑤ 2 (physical) changes 3 (daily) weather markers / messages / signs 4 robin 5 (strong) scientific evidence 6 coastlines 7 traditional knowledge 8 adapt

Recording script CD2 Track 17

Presenter: In today's edition of *World View*, professor of Environmental Science Toby Moore outlines some of the problems facing the Inuit communities of the Arctic. Professor Moore.

Professor Moore: Thank you very much. I suppose it would be true to say that, in today's world, most of us, most educated adults at any rate, are aware of global warming and climate change. But how many of us living in modern cities, cities with a seemingly inexhaustible supply of electricity into our homes and places of work, cities that are full of shops that are simply brimful with consumer goods ... how many of us are actually affected by these

- Q2 phenomena in our daily lives? The Inuit, however, are being affected in a very real way, on a daily basis by a frightening array of physical changes they see and feel around them. They see icebergs melting, tides changing, and notice the thinning of the
- Q3 polar bear population. They see how the daily weather markers on which they have relied for thousands of years are becoming less predictable as their fragile climate changes. In the past, if there was a ring around the moon, it meant a change of weather in the next few days – it was one of nature's messages to the Inuit hunters. Now such signs mean nothing. But these are just the most immediately visible signs of the changes taking place. Talk to the Inuit elders and hunters who depend on the land and you will hear disturbing accounts of deformed fish, diseased caribou, and baby seals left by their mothers to starve. In the last
- Q4 year or so, robins have appeared where robins have never been seen before. Interestingly, there is no word for 'robin' in the Inuit language.
- These feelings are not simply based on Inuit superstition; there is increasingly strong scientific evidence that the Arctic, this desert of snow, ice and killing cold wind, is thawing.
- Q5 Glaciers are receding; coastlines are eroding; lakes are disappearing. Autumn freezes are coming later and the winters are not as cold. For years, what the Inuit elders and hunters understood about the Arctic climate, known
- Q6 as 'traditional knowledge', was largely disregarded by the Western world. It was often dismissed as anecdotal and unreliable by scientists who visited the area with their recording devices, and their theories. Some even viewed the Inuit as ignorant about a land which they have inhabited for thousands of years. But more recently, scientists have begun paying attention to what the Inuit are reporting. According to geophysicist George Hobson, traditional Inuit knowledge was just waiting to be passed down. He says this deep knowledge and understanding of the land and its wildlife have enabled the Inuit people to survive in the harsh Arctic environment. For thousands of years, the Inuit have lived by rules that require them to respect animals and the land. They have adapted to the cold climate as they hunted seals, walrus and whales. Siloah
- Q7

Atagoojuk, an elderly Inuit woman who lives in the city of Iqaluit, does not want to pretend she knows more than anyone else – nor does she try to blame anyone for the change in her environment. She is simply worried. Her world is not as it used to be and her people may not be able to adapt to it. She says that the Inuit have known all along that there would be a time when the Earth would be destroyed or would destroy itself. She believes that this process has begun.

I believe that it is now up to our governments to show Siloah and her people that we can slow or even reverse this process.

Q8

Vocabulary

Prepositions following verbs

- ① 2 on 3 on 4 into 5 to 6 for
 ② 2 ~~in~~ on 3 ~~on~~ in 4 ~~in~~ on 5 ~~in~~ on 6 ~~with~~ to
 7 ~~in~~ on 8 ~~for~~ to

Speaking Part 3

- ① 2 set of pictures 3 three minutes 4 more
 5 need not
- ② 1 *photo 1: forest fires photo 2: drought conditions photo 3: flood damage photo 4: air pollution photo 5: rainforest clearance photo 6: fossil fuel consumption*
 2 *Suggested answers: forest fires: arson, carelessness, discarded cigarettes; drought conditions: global warming, burning of fossil fuels; flood damage: climate change, global warming; air pollution: vehicle exhaust fumes, heavy industry, factory emissions; rainforest clearance: wood used for timber, land used for grazing animals; fossil fuel consumption: population growth, increase in number of vehicles*
- ③ 1 They mention some effects of forest fires, drought, air pollution and fossil fuel consumption, but not of floods or rainforest clearance. (Rainforest clearance is not mentioned at all.) 2 They do not decide which threat poses the greatest risk. The male speaker mentions drought and air pollution; the woman mentions drought, flood and finding an alternative to fossil fuel.

Recording script CD2 Track 18

- Woman: Well, this one's quite relevant because it's been in the news recently – it's forest fires over in the States, and I think it shows the threat of global warming – which is going to be a big problem. What do you think?
- Man: You've also got flood damage which is something that we're seeing now, in different parts of the world.
- Woman: That's true.
- Man: And the opposite, of course – drought conditions as well.
- Woman: Well, that used to just be in Africa but I think these days we're more worried about it in Europe – I mean, do you remember that thing a few years ago when all those people died in the heatwave?
- Man: That's very true, yeah. What about air pollution as well, which is obviously on the minds of many politicians at the moment, but that's going to affect us perhaps more in the long term than now.
- Woman: Well it already does, doesn't it? Think about how many more people there are now with allergies and skin problems.
- Man: Very true – and fossil fuel consumption, erm ...
- Woman: The price of oil these days ...
- Man: And the global tension that that's causing as well.
- Woman: True – that's very worrying. So, which one do you think is going to be the biggest threat?
- Man: I think it's going to be drought conditions in the short term and air pollution perhaps in the longer term.
- Woman: Do you think so? You could be right. Maybe either drought or floods – one of the two related to climate change. And I think we really do need to find an alternative to oil – that's going to be a real problem.

Use of English Part 3

- ① 2 F – it tests knowledge of vocabulary and word-building. 3 T 4 F – adding a prefix does not change the spelling, but adding a suffix often does.
- ② *Suggested answers:* **help** *nouns:* help, helper, helpfulness, helplessness; *verb:* help; *adjectives:* helpful, unhelpful, helpless; *adverbs:* helpfully, unhelpfully, helplessly **know** *noun:* knowledge; *verb:* know; *adjectives:* knowledgeable, knowing, unknowing, unknown, unknowable; *adverbs:* knowledgeably, knowingly, unknowingly **move** *nouns:* move, movement, removal, *verbs:* move, remove; *adjectives:* moving, unmoved, movable, immovable; *adverbs:* movingly, movably, immovably **nation** *nouns:* nation, nationality, nationalist, nationhood; *verbs:* nationalise, denationalise, renationalise; *adjectives:* national, international, multinational; *adverbs:* nationally, internationally
- ③ 1 finding 2 extinctions 3 disappearance 4 environmentalists 5 creatures 6 clearance(s) 7 determination 8 national 9 reduction 10 currently
- ④ *Suggested answers:* 1 *Students' own answers* 2 Set up conservation areas to protect natural habitats, breeding areas and sources of food; prevent further destruction of natural habitat; give legal protection to animal species by outlawing hunting; keep breeding pairs in zoos.

Writing Part 2 An information sheet

- ② 1 Yes, yes 2 Yes
- ③ 1 present simple 2 imperatives
- ④ 1 the fact that the college uses four times as much computer paper as it did two years ago 2 information 3 the college we work at 4 the fact that some students and staff are making unnecessary journeys by car and motorbike 5 printing out documents 6 lights and electrical equipment
- Words like this are used to avoid repetition of nonns/verbs, etc. and to link sentences / parts of sentences.

Vocabulary and grammar review Unit 11

Vocabulary

- ① 2 call ... up 3 stick around 4 called off
5 drop out 6 put off 7 wrap up 8 pay up
- ② 2 out of touch 3 kept waiting 4 sick and tired of
5 the whole point of 6 without a trace 7 get your hands on
- ③ 2 at 3 in, at 4 on 5 at/in, on 6 on

Grammar

- ④ 2 If Nelson *had arrived on/in time* for his job interview, he would have got the job.
- 3 Veronique knows that if her computer skills *were better*, she *could have applied* for the job in IT.
- 4 I *would be (most/very/extremely/sincerely) grateful if you would refund my money as soon as possible.*
- 5 If it *had not been for Bruno's advice*, we would have gone swimming.

Vocabulary and grammar review Unit 12

Vocabulary

- ① 2 environmental 3 disabilities 4 knowledge
5 appearance 6 creatively 7 clarify
8 movement
- ② 2 ~~to~~ on 3 ~~in~~ to 4 *correct* 5 ~~for~~ to 6 ~~for~~ on
7 ~~to~~ on 8 *correct*

Grammar

- ③ 2 an 3 \emptyset 4 the 5 The 6 the 7 the 8 a
- ④ 2 the 3 \emptyset 4 the 5 the 6 the 7 the 8 \emptyset
9 the 10 the 11 \emptyset 12 the / \emptyset 13 the

13 Health and lifestyle

Starting off

Suggested answers: 1 **Sport**, etc. **Advantages:** keeps you physically fit, helps keep heart and lungs healthy, helps prevent obesity **Disadvantages:** time-consuming, not everyone enjoys sport **Vaccination Advantage:** prevents childhood diseases **Disadvantage:** some vaccinations may cause illness in a minority **Rural area Advantages:** clean air and environment, less stressful life, less traffic **Disadvantages:** too quiet, fewer facilities, less entertainment **City life Advantages:** many facilities, more work, plenty of entertainment **Disadvantages:** pollution, poor environment, often stressful 2 & 3 *Students' own answers*

Listening Part 3

- ① 2 four 3 six 4 four 5 ideas
- ④ 1 Yes – there is a year-on-year increase in the number of patients visiting their doctor with asthma and various food allergies. 2 20%–30% of the population of Britain and the USA 3 air-conditioning and central heating, more and more people work in offices, dust and mould, vehicle exhaust, modern obsession with cleanliness, childhood vaccinations

- ⑤ 1 B 2 C 3 C 4 D 5 A 6 B

Recording script CD2 Track 19

Presenter: These days we're all too familiar with the word *allergy* and phrases like 'I'm allergic to pollen or eggs or cats'. There's a general perception too that more people have allergies than in the past. Is this because the subject is getting more exposure in the media, or are we really becoming less resistant to allergens? These are just some of the questions we'll be tackling in today's phone-in programme. In the studio with me today are Dr Mary Egerton, a family doctor, and allergy specialist Dr Mohamed Bawadi to answer your questions. Our first caller today is Tim from Edinburgh. Tim, what's your question?

Tim: Hi, right, well, I suffer from hay fever, you know – I'm very allergic to grass and the pollen from certain trees – especially in the spring. The really peculiar thing is that my allergy didn't begin until I was in my mid-thirties. What I want to know is, why did I start so late, and do you think my allergy could disappear again just as suddenly, or am I stuck with it now?

Presenter: Dr Egerton, would you like to answer Tim first?

Mary Egerton: Hello, Tim. Your story is a very common one. The fact is that allergies do not discriminate – they're just as likely to affect the old as they are the young. I'm afraid they can develop at any time of life from one day to 60 years and beyond. As to whether you're stuck with your allergy, that depends. The best way to treat any allergy is to avoid contact with whatever causes the allergic reaction. Someone who was allergic to eggs would find it fairly easy to avoid eating anything containing eggs, whereas you would find it impossible to avoid all contact with grass and pollen unless you lived in a desert area or high in a mountain range.

Mohamed Bawadi: Can I just add to what Mary has said? There is now evidence from research around the world that the most common age to develop an allergy is in your late teens, so you've not done too badly, Tim.

Presenter: Our next caller is Arabella from Amsterdam in the Netherlands. What's your question, Arabella?

Arabella: Hello. I'm allergic to peanuts – so of course I've got to be really careful about foods which contain even small traces of peanuts, but what I'd like to know is whether I'm likely to pass these allergies on to any children I may have in the future.

Presenter: Thank you, Dr Bawadi?

Mohamed Bawadi: Hello, Arabella. This is an interesting question. In developed countries all children have a twelve per cent risk of developing an allergy. In your case this would rise to a twenty per cent risk. However, if the child's father also had an allergy of some kind, this risk would increase to forty per cent.

Arabella: So, what about if the father and the mother have the same allergy?

Mohamed Bawadi: Then, I'm afraid there's a seventy per cent chance that the child will develop that allergy.

Presenter: Thank you, Arabella. I hope that answers your question. Just before we move on to the next caller, can I ask you both whether we are in fact seeing a higher incidence of allergies in the population than in the past?

Mary Egerton: We most certainly are. Even though we're getting better at diagnosing and treating some allergies, there is a year-on-year increase in the number of patients visiting their doctor with asthma and various food allergies. Recent research has shown that in Britain and the USA, between twenty and thirty per cent of the population suffer from some kind of allergy.

Presenter: Why is this happening, Dr Bawadi?

Mohamed Bawadi: Well, it's a complex problem. There are many theories about why more people are affected by allergies. Certain aspects of modern living are blamed by some experts. For example, the widespread use of air-conditioning and central heating, combined with the fact that more and more people now work in offices, is thought to have led to an increase in allergic reactions to dust and mould. Vehicle exhaust fumes are widely regarded as being responsible for the increase in asthma in young children. You only have to walk through the streets of a large modern city to understand the strength of that argument. Some experts blame our modern culture for being obsessed with cleanliness, while others believe that vaccinations to protect our children from certain diseases may actually weaken their immune system and make them less resistant to allergens.

Presenter: Thank you, that's very interesting. Let's move on, we have several people waiting on the phone-in line. Let's speak to ...

Vocabulary

Prepositions after adjectives

① 2 to 3 to 4 at 5 for 6 with

② 2 correct 3 for in 4 to for 5 for to 6 for to (visitors)

Grammar

Ways of contrasting ideas

- ① 2 but 3 However 4 Even though 5 while
- ② 1 but, Even though, while 2 but 3 However
4 *Suggested answers:* although, though, despite / in spite of (the fact that), (and) yet, Nevertheless, Even so, All the same, Still, On the other hand
5 *Instead of 'whereas' in 1:* but; *Instead of 'Even though' in 4:* Although
- ③ 2 but 3 whereas/but 4 However 5 Although / Even though
- ④ *Sentences 1 and 5:* 1 I recognised you as soon as I saw you *in spite of / despite* the fact we'd never met before. / I recognised you as soon as I saw you *in spite of / despite* (my) never having met you before.
5 *In spite of / Despite* the fact that I've been here twice before, I'd forgotten where the post office was. / *In spite of / Despite* having been here twice before, I'd forgotten where the post office was.
- ⑤ 2 ~~however~~, but / However, 3 ~~however~~ even though / although / despite the fact that
4 ~~Though~~ However, 5 ~~where~~ whereas
6 ~~While~~ Although / Even though / Despite the fact that

Speaking Part 2

- ① 2 T 3 F – Correct a mistake if you make one. 4 T
- ② 1 They are all physical activities which people do to keep fit. 2 *Students' own answers*
- ⑤ *Suggested answers:* 1 The woman fulfils the requirements of the given task better than the man, but although she talks coherently about why the activities are popular, she doesn't say how effective they are. She talks about her own personal preferences, which are irrelevant here as they are not part of the task. The man talks about all three activities instead of selecting two. He doesn't fulfil the requirements of either part of the task he is set, although he does say a little about the qualities needed for rock-climbing. Like the woman, he talks about his own personal preferences instead of saying why people participate in the activities.
2 *Advice to the woman:* Listen carefully to what you are asked to do. Don't be sidetracked into talking about yourself. *Advice to the man:* Select two of the photos to talk about. Listen carefully to what you are asked to do. Think for a few seconds before you

start to talk. Once you have started talking, try not to pause too often.

Recording script CD2 Track 20

Woman: OK, I'm going to choose gym exercises and walking, I think, because they seem to me to be quite different. I think gym exercises are becoming more and more popular because people don't have the opportunity to go out into the countryside, especially if they live in a town – so lots of people join a gym because they think that that's a good way to keep fit. I think it's to do with time and space and not having the opportunity to walk. Whereas walking is something you can do only if you have access to the countryside – which a lot of people don't have these days – anyone can join a gym and plan their visits to fit in with their other commitments. Personally, I prefer walking to gym exercises, which I think are dreadfully boring. Walking's more interesting because you get to see the countryside.

Man: The three photographs here show very demanding activities. Perhaps the most physically demanding would be either rowing or cycling because you're exercising more parts of the body, but then again for rock climbing you need a certain level of physical fitness ... I've never actually been rock climbing myself, but I know someone who does it regularly and he's very fit ... I suppose if I had to choose one activity to help me keep fit, it'd have to be rowing, I think, because it works the muscles in almost every part of the body – especially your arms, legs, back and stomach. I did it a couple of times when I was a kid and I remember it was absolutely exhausting ... Cycling on the other hand is an everyday activity you can do at any time ... and you don't need anywhere special to do it.

Reading Part 4

- ① 2 sometimes 3 eighteen 4 questions or statements
- ② 1 1 hurling 2 tossing the caber 3 polo 4 judo
2 1 outdoor / team / for men (there is a similar game for women called *camogie*) / Ireland
2 outdoor / individual / for men / Scotland
3 outdoor / team / for men and women / international 4 indoor / individual / for men and women / international

3 Students' own answers

- ③ *Students should underline:* 2 use of an animal
3 traditional native sport 4 use their bodies to obstruct
5 protective equipment optional
6 eight players 7 disapproves of players looking
8 funding from business 9 increasing in popularity
10 not played all the year 11 three quarters of an hour
12 pleasure and relaxation
13 ball / picked up easily 14 flat circular objects
15 holding / clothing
- ⑤ 1 B 2 C 3 E 4 D 5 B 6 C 7 A 8 E 9 D
10 D 11 C 12 A 13 C 14 E 15 A

Grammar

The language of comparison

- ① *Comparative adjectives and adverbs:* more violent versions, further than three steps, a more ancient version; *Superlative adjectives:* the most widespread version, the fastest-growing sports; *Comparative/Superlative form + noun:* Fewer points, no more than four steps, the most goals, more goals, more explosions, Most teams
- ② 1 nouns, long adjectives, adverbs 2 *Less* can be an adverb (e.g. *People smoke less than they used to.*) and may be followed by an adjective or another adverb (e.g. *He's less practical than his brother. She works less efficiently than her sister.*). *Less* can also be a determiner followed by an uncountable noun (e.g. *We have less money than we thought.*). *Fewer* is a determiner and is followed by a plural noun (e.g. *These days fewer people smoke than in the past.*).
3 carried for no more than four steps = ... up to four steps
- ③ 2 Finding a new job was less difficult than / not as difficult as I expected it to be. 3 There are fewer unemployed people now than there were ten years ago. / Fewer people are unemployed now than ten years ago. 4 Working conditions are not as/so good as they used to be. 5 More people are going abroad to find work.
- ④ 2 ~~worst~~ worse 3 ~~that~~ than 4 ~~less~~ fewer
5 ~~harder~~ hardest 6 ~~countries-less industrialised~~
less industrialised countries 7 ~~fewer~~ less
8 ~~difficult-even more~~ even more difficult

Use of English Part 4

- ① 2 three 3 always 4 can't
- ② *Suggested answers: Adjectives* – *bright:* strong (light/colour), intelligent, happy; *fair:* just (honest/right), pale (opposite of dark), average (not good, not bad), quite large, probable (e.g. a fair idea), pleasant (weather)
Nouns – *character:* letter of the alphabet, personality, person in a novel, film or play; *class:* school group, lesson, social group, type, refinement (style)
Verbs – *catch:* contract (a disease), hold on to (a ball), not miss (a train), trap (an animal), capture (a person, e.g. a criminal), surprise (someone in the process of doing something wrong), manage to hear (something that is said); *present:* give (an award, a gift, etc.), offer (apologies, compliments), show or display, put (something) forward for official consideration, formally introduce (someone), bring (a play or film, etc.) to the public
- ③ a 3 b 1 c 2
- ④ 1 state 2 conduct 3 note 4 raise 5 record

Writing Part 1 A letter

- ① 2 report 3 input, notes 4 220
5 reader, persuade
- ③ The writer has answered all parts of the question and included the information provided by the input material.
- ④ 2 its organisation 3 Firstly, 4 some time
5 noticeably less busy 6 facilities 7 in the area 8 rethink 9 introduce 10 the elderly
11 consider 12 at your earliest convenience
- ⑤ *member:* an individual who belongs to a group or organisation *membership:* the whole group of individuals who belong to a group; the condition of belonging to a group or organisation *Similar pairs of words:* partner/partnership, friend/friendship, relation/relationship, *cost:* the amount of money needed to pay for something (cost of living, cut costs) *fee(s):* money paid to or charged by a professional individual or organisation (e.g. legal fees, school fees) *charge(s):* amount of money needed to pay for a service (electricity charges, admission charge) *price:* amount of money needed to buy something (high price, house prices, price rise) *fare:* cost of a journey by bus, train, etc. (rail fares, a bus fare) *rate:* usual cost of a particular

service for a particular person or group (hourly rate of pay, fixed rate of interest, special rates for children)

- ⑥ *Explanations:* In our view, there are two possible explanations ... Firstly, we think ... Secondly, ...
Suggestions: As to what action can be taken, our main suggestion is ... We could ... We also believe that we should ...

- ⑦ *Suggested answers:* 1 At present, the facilities are out of date, run down and inadequate for the demand. 2 sport not considered as important as other subjects; lack of funding/facilities; insufficient numbers of trained teachers 3 It will provide structured opportunities for more children to do sport and encourage competition between teams.

14 Moving abroad

Starting off

- ② 1 C 2 F 3 B 4 G 5 D 6 A

Recording script CD2 Track 21

Speaker 1: I've been here now for about fifteen years. It's a good life, though I work hard, but frankly I miss my country and the town where I grew up and dream of going back. I feel special ties to the place and when I retire I hope to return there to be among my friends and my family.

Speaker 2: We were just fed up with the crime and feeling of insecurity that surrounded us and it was precisely for that reason that we moved away. What really worried us was the effect it might have on the kids going to the local school. We felt it just wasn't worth the risk. On the other hand, it hasn't been easy coping with the language barrier, I have to admit. At least not for us parents. The kids integrated straight away, of course.

Speaker 3: I haven't changed countries, but I've moved from the country to the city because it has better services and more opportunities. To my surprise, many people looked down on me when I first arrived, which didn't exactly make things easy. I suppose they thought: here's some country bumpkin come to the city to make good, and I guess they were right because I have!

Speaker 4: I love lots of things about my country: the food, the sense of humour, the newspapers, lots of things. Actually, I have to admit it was the climate I couldn't stand any longer. The short grey days and the continual rain. Mind you, the heat is sometimes a problem here and then I dream of going home. But that's only the odd day here and there. Mostly it's fine.

Speaker 5: I guess you could call me a rolling stone, if people still use that expression – I mean, I've been abroad for so long I don't know all the latest slang. You see, unfortunately I'm one of those typical expatriates who spends two years working in this country and three years working in that. I don't think I could ever go back to my home country because quite honestly I just wouldn't fit in. I'd feel like a fish out of water.

Speaker 6: As a professional ballet dancer there's just no way I could have stayed in my home town. Obviously, you have to be prepared to move abroad if you want to get to the top and there's no point in being in this business unless that's your aim.

Reading Part 1

- ① 2 eighteen 3 the texts quickly before reading the questions 4 after 5 will
② Text 1 is from a travel book. Text 2 is from a magazine article. Text 3 is from a website information page for potential students.
③ 1 A 2 C 3 A 4 D 5 C 6 B

Grammar

Comment adverbials

- ① unfortunately, quite honestly
② 2 undoubtedly 3 Generally speaking 4 To be honest 5 Apparently 6 kindly 7 Obviously 8 Personally

Listening Part 4

- ① 2 F – You have to choose from eight options.
3 Maybe – you should decide whether this way suits you best or whether you perform better when you deal with both tasks both times you listen 4 T

2 1 E 2 G 3 H 4 F 5 B 6 G 7 B 8 A 9 H
10 E

Recording script CD2 Track 22

Speaker 1: I was watching this really interesting
Q1 programme the other day about people who'd come over here to work and had originally meant to stay just a couple of years, but then ended up meeting someone and settling down and things. I thought it was quite remarkable actually because we give the impression of being rather a nationalistic lot but that doesn't seem to be the case at all in fact. They went into people's houses and showed us how they'd been accepted by their in-laws who were adopting all sorts of new customs and behaviours you wouldn't expect. What struck me most was seeing their mums-in-law being taught how to cook new dishes. It was fascinating, a real eye-opener.

Q6

Speaker 2: I go to dancing classes every Thursday evening. Anyway, there's a student there, quite a young woman, who has only just recently come to this country and the other day she was really looking dead tired so I offered to get her a coffee afterwards and we got talking.
Q2 Anyway, I found out that she's working here as a nurse to support her family back home; they've stayed behind, you see. Apparently, there are lots of other people in the same situation as her. Her salary here's enough to provide their schooling, their clothing and all sorts of other things back home. But she's doing incredibly long hours. Actually, the worst thing must be being away from your children and family for years on end! I think I'd find that unbearable.

Q7

Speaker 3: My daughter goes to school with this girl, Mariska. Her family has just arrived here. They sit together in class, they're friends, and we've got to know the parents a bit. Anyway, they've only been here what seems like a couple of
Q3 months or so, but they've already set up a travel agency for people thinking of visiting their region. They've got all these local contacts which is a bit of an advantage I suppose, but they're already doing so well that they've even been able to give jobs to a couple of locals as well. I think that's pretty amazing, don't you?

Q8

Speaker 4: Don't get me wrong, as far as I'm concerned immigration is fine. In fact I think it's really necessary considering the skills shortage we've got here. But it does mean that we've ended up with quite a cultural mix in our office and sometimes it's quite hard for people to get their ideas across and, you know, sort of marry up their different approaches to work. I'm continually surprised by the sheer variety of different takes on a situation and the different expectations people have. Personally, I think this sort of intercultural mix is one of the biggest challenges at work today.

Q4

Q9

Speaker 5: When I started, everyone was born here and spoke the same language. Now it's a real melting pot and that gives rise to no end of problems, not least with the parents. But you have to be flexible and turn these things to your advantage and having kids of five or ten different ethnic backgrounds learning together is a culturally enriching experience for everyone, including me! Many of the children who have come from abroad are so hardworking that it's actually pressuring our local kids to put in more of an effort too. They're getting better results now, which is just the opposite of what I'd have expected and quite a challenge to my preconceptions!

Q5

Q10

Vocabulary

Learn, find out and know; provide, offer and give

- 1 Only *found out* is possible.
- 2 1 c and e 2 a 3 b and d
- 3 1 offered 2 provide 3 give
- 4 1 provide 2 offer
- 5 2 ~~know~~ find out 3 ~~know~~ learn or find out
4 ~~learn~~ find out 5 give provide 6 give offer 7 offer
give 8 ~~offered~~ provided

Speaking Part 4

- 1 2 subjects connected with the same theme as Speaking Part 3 3 are expected to discuss your ideas about the same questions 4 quite a long answer

- 2 1 create cultural diversity, make society a richer place, open up people's minds, encourage tolerance towards other ways of life, people from different backgrounds, different outlooks, to live side by side 2 open up people's minds, encourage tolerance towards other ways of life, people from different backgrounds, different outlooks, to live side by side 3 cover people's basic needs, make the transition into a new society, provide housing, help them integrate

3

Recording script CD2 Track 23

- Teacher: What are the benefits of a multicultural society?
- Sara: I think it encourages tolerance towards other cultures, other ways of life, other religions perhaps, and that can be very educational. I think it can open up people's minds to other experiences that they might not be able to have otherwise.
- James: I personally think it can make society itself richer by having diversity within it and lots of people from different backgrounds, different outlooks, different ways of doing things and different cultural experiences.
- Teacher: Should people who go to live in another country adopt the culture of the country where they go to live?
- Sara: That's a contentious issue! Not necessarily. I think it's possible for different cultures to live side by side and I think with most cultures there's a certain overlap of similarity and I think people should be allowed to have some of the elements of their own culture as long as they're not detrimental to the good of the majority.
- James: Yes, I'd go along with that.
- Teacher: How can governments help immigrants?
- James: What they need to do is provide lots of information at the beginning so that people can make the transition into the new society. Housing is something I think they should be providing, so they're covering people's basic needs to help them integrate as quickly as possible. Also, I think there should be offers of tuition in the new language, tuition about the new culture, possibly. I don't know if that should be compulsory, but at least it should be on offer.

- 4 1 might 2 can 3 should 4 need, can 5 should

Recording script CD2 Track 24

- 1 I think it can open up people's minds to other experiences that they might not be able to have otherwise.
- 2 I personally think it can make society itself richer by having diversity within it ...
- 3 I think people should be allowed to have some of the elements of their own culture as long as they're not detrimental to the good of the majority.
- 4 What they need to do is provide lots of information at the beginning so that people can make the transition into the new society.
- 5 Housing is something I think they should be providing.

Use of English Part 5

- 1 2 six 3 word 4 Contractions 5 change 6 same 7 number 8 given
- 2 Correct answer: **b** (Answer a is incorrect grammatically; c exceeds the six-word limit; d doesn't use the word given)
- 3 1 I'd be grateful if you could/would remind me to phone Charlie on Friday. 2 Mario completed the project all by himself. 3 You'll have to make much more / a much greater / a lot more effort if you're going to get into the national team. 4 Fatima hasn't (yet) made up her mind whether to study in New Zealand next year.
- 4 1 Katya may (well) have been held up by the heavy traffic. 2 I couldn't tell whose fault the accident was. 3 Having found out the truth, Ranjit reported the facts to the police. 4 'I have done/tried my best to make you happy, Sonia,' said Franz.

Grammar

Adding emphasis

- 1 2 a, c 3 a 4 b 5 b 6 c 7 c, d

- ② *Suggested answers:* 2 It's because they don't like the climate in their own country that many people move overseas. / Because they really don't like the climate in their own country, many people move overseas. 3 What enriches our lives enormously is living in a multicultural society. 4 She feels extremely lonely living away from her family. 5 Even though he has an extremely well-paid job, he finds it absolutely impossible to save money. 6 It was by living in the country that Franz learnt to speak the language perfectly. 7 The director of studies himself taught us when our teacher was ill. 8 What a good education teaches people is tolerance.

Writing Part 2 An article

- ② 2 f 3 e 4 d 5 b 6 g 7 a
- ③ 1 readers of the magazine, people who are interested in travel or working abroad 2 quite an informal style 3 *Students' own answers*
- ④ 1 fairly formal 2 *Fronting*: feeling the need ..., *Despite* this minor drawback; *Using adverbs*: completely, very importantly, highly, strongly; *Cleft sentences*: What I discovered from the experience was ..., What this meant was ...
- 3 *Paragraph 1*: temporary job in another country; *Paragraph 2*: your experience and what you learnt; *Paragraph 3*: your experience and what you learnt (positive and negative); *Paragraph 4*: whether you would recommend it to others
- ⑤ 1 readers of the magazine, informal style
2 & 3 *Students' own answers*

Vocabulary and grammar review Unit 13

Vocabulary

- ① 1 allergy 2 pollen 3 mould 4 exhaust 5 fever
6 allergen 7 cleanliness 8 vaccination
9 allergic
- ② 2 for 3 to 4 with 5 at 6 to 7 for 8 to

Grammar

- ③ 1 *Alternative answer*: disease, however disease. However, 2 ~~although~~ whereas 3 ~~Despite~~ Despite the fact that / ~~Despite he didn't feel~~ Despite not feeling 4 ~~But~~ Although / Even though 5 ~~doctor. Although~~ doctor, although
- ④ 2 *We have fewer qualified nurses than we need.* 3 *My new job is more difficult than I expected.* 4 *The sooner we get home the better.* 5 *I didn't earn as much money as I thought I would last week.* 6 *Your diet is no better than mine.*

Vocabulary and grammar review Unit 14

Vocabulary

- ① 2 find out 3 provide 4 know 5 given 6 offered
7 find out 8 learn

Grammar

- ② 2 It was the music *that everyone/everybody objected to* at Lenka's presentation. 3 What you have *to do is fill in/out* this form and then send it to the embassy. 4 'Getting a new job is *the last thing I want to / will do!*' cried Audrey. 5 All Alfredo wanted to *do was (to) take things/it easy* when he got home.
- ③ *Suggested answers:* 2 almost certainly
3 To be honest/Actually 4 Actually/To be honest
5 quite surprisingly 6 Obviously 7 apparently
8 hopefully

Writing reference

Article

Exercise 1

Students should underline: more or less necessary, changed the way you learn languages, affect language learning in the future

Exercise 2

- 1 Yes – *more or less necessary*: paragraph 1; *changed the way you learn languages*: paragraph 2; *affect language learning in the future*: paragraph 3
- 2 first anecdote about booking a flight: you may get a better deal by checking the Internet; second anecdote about trying to learn Portuguese: the writer found himself/herself isolated studying an online course.

Essay

Exercise 1

- 1 *Students' own answers*
- 2 *Students' own answers*
- 3 my teacher; a formal style

Exercise 2

- 1 four (many embark on courses without being sure, many are not sufficiently mature, universities struggle, resources are wasted)
- 2 two (people lose study habits, acquire obligations)
- 3 in the last paragraph; yes

Competition entry

Exercise 1

Students' own answers

Exercise 2

- 1 *why they should be chosen*: paragraph 4; *what they find most enjoyable about studying English*: paragraph 1; *what things they do outside class to improve their English*: paragraph 2; *how they expect to use English in the future*: paragraph 3

- 2 *Suggested answers*: enthusiastic, hardworking, determined, constant, thorough, methodical, conscientious, ambitious
- 3 *Students' own answers*
- 4 phrases such as *I love, I take pleasure in, I have always enjoyed*; the activities the writer describes; the adjectives he uses to describe himself

Review

Exercise 1

- 1 You should compare two clothes shops, say what sort of clothes they sell, comment on the quality of the service, value for money, how fashionable they are and give recommendations.
- 2 readers of the magazine; informal

Exercise 2

- 1 Yes
- 2 with an introduction to shopping in Linz
- 3 a fashionable, formal, casual, not cheap, unique, competitive prices, in distinctive bright colours, generally good b attentive, polite, friendly
- 4 informal
- 5 It has a heading, and is divided into sections with section headings. (However, this is not essential for a review.)
- 6 *Suggested answer*: You can buy special clothes in Melanie's but be careful because they're expensive. If you want brightly-coloured clothes which are less expensive, The Parallel is a better choice.

Proposal

Exercise 1

- 1 *Students should underline*: make it easier for new foreign students to integrate, problems, say what you think, improved guidebook, social club, weekend activities, student advisors
- 2 The college Principal; formal

Exercise 2

- 1 Yes

- 2 *Suggested answers*: make easier – facilitate; have problems – have difficulties, find it hard; foreign – overseas; new – newly-arrived; from other countries – from other educational backgrounds; advisor – mentor
- 3 I would suggest, I would recommend, It would be a good idea to, I suggest

Report

Exercise 1

- 1 *Students should underline*: why you did the exchange, what you liked and disliked, recommendations for how it could be improved, director of the exchange programme
- 2 very formal
- 3 You must refer to educational matters and you can refer to personal experiences as well.

Exercise 2

- 1 *Things the writer liked*: opportunity to exchange ideas with teachers and students from another part of the world and with a different outlook, innovative solutions to local problems, improved language skills, increased cultural awareness
Things the writer didn't like: insufficient financial support, considerable expense
- 2 choice of formal vocabulary, e.g. *positive and negative aspects, recommendations for improvements, participated in the exchange, The benefits far outweigh the disadvantages, etc.*

Information sheet

Exercise 1

- 1 *Students' own answers*
- 2 students from other countries; quite informal

Exercise 2

- 1 It has a heading, an introduction, then questions (FAQs = *frequently asked questions*) and answers to the questions. The information sheet in Unit 12 was arranged as a table, with a column of information and a column of advice.
- 2 contractions, addressing the reader personally, use of imperative

Contribution to a longer piece

Exercise 1

- 1 *Students' own answers*
- 2 No
- 3 *Students' own answers* (It should be typical of the region.)
- 4 a general introduction to the area, why visitors will enjoy the typical place to eat
- 5 readers who are thinking of visiting your country; quite informal but enthusiastic and informative

Exercise 2

- 1 F – it has a general introduction to the area, but no conclusion.
- 2 T
- 3 *Students' own answers*

Letters

Exercise 1

- 1 *Students should underline*: pop festival, bad review in an international music magazine, explain how much you and your friends enjoyed the festival, how you feel about the review, *the four extracts from the review*
- 2 informal
- 3 *Students' own answers*

Exercise 2

- 1 Yes
- 2 informal, enthusiastic, colloquial
- 3 Yes: the final paragraph – this is to round off the letter on an enthusiastic note.

CAE model paper from Cambridge ESOL

Paper 1 Reading

Part 1

1 A 2 B 3 D 4 C 5 A 6 D

Part 2

7 C 8 F 9 G 10 D 11 E 12 A

Part 3

13 D 14 C 15 B 16 C 17 B 18 A 19 D

Part 4

20 A 21 F 22 B 23 E 24 E 25 A 26 C 27 D
28 B 29 D 30 C 31 A 32 B 33 D 34 F

Paper 2 Writing

Part 1

Question 1

CONTENT

For Band 3 or above, the candidate's proposal must:

- explain which two facilities should feature on the website
- describe contrasting benefits
- justify choices.

More able candidates will focus more effectively on the target reader's requirements.

ORGANISATION AND COHESION

Clear organisation into paragraphs with suitable linking devices. Headed sections may be an advantage.

RANGE

Language of explanation and suggestion. Vocabulary related to learning facilities.

REGISTER

Formal to unmarked.

TARGET READER

Would be informed.

Part 2

Question 2

CONTENT

For Band 3 or above, the candidate's guidebook entry must:

- describe at least two animals (NB: maximum Band 3 for farmyard animals, maximum Band 2 for pets; no penalty for misspellings of names / use of L1 names)
- specify where the animals can be seen (NB: place name(s) need not be specified; 'natural surroundings' may be addressed as part of the general introduction; inclusion of zoo is acceptable as long as 'natural surroundings' are also addressed).

ORGANISATION AND COHESION

Clear organisation with appropriate paragraphing. Letter format is acceptable.

The contribution may be two distinct paragraphs.

RANGE

Language of description.

REGISTER

Any register, as long as it is consistent.

TARGET READER

Would be informed.

Question 3

CONTENT

For Band 3 or above, the candidate's letter must:

- give early reason for writing
- explain why they are suitable for the job
- describe at least two local issues.

ORGANISATION AND COHESION

Letter format with appropriate opening and closing formulae. Clear organisation with appropriate paragraphing.

RANGE

Language of explanation and description.

REGISTER

Formal or semi-formal – must be consistent.

TARGET READER

Would be informed.

Question 4

CONTENT

For Band 3 or above, the candidate's article must:

- describe their house or flat
- outline at least two desirable changes
- explain the improvements these changes would make.

NB: the second and third points may be embedded in the first.

ORGANISATION AND COHESION

Clear organisation into paragraphs with suitable linking devices.

RANGE

Language of description and explanation. Vocabulary relating to homes and decorating.

REGISTER

Any register, as long as it is consistent.

TARGET READER

Would be informed.

Question 5 (a)

CONTENT

For Band 3 or above, the candidate's review must:

- explain which character in the book they find most unpleasant
- comment on whether they would or would not recommend the book to other students.

ORGANISATION AND COHESION

Clear organisation into paragraphs with appropriate linking devices.

RANGE

Language of description, opinion and recommendation. Vocabulary related to describing character and giving opinions.

REGISTER

Generally consistent but may mix registers if this is appropriate to the approach taken by the candidate.

TARGET READER

Would be informed both about the character and about *Lucky Jim* in general.

Question 5 (b)

CONTENT

For Band 3 or above, the candidate's report must:

- briefly outline the plot of *The Pelican Brief*
- explain whether it will interest students in the candidate's class
- comment on whether it will help students with their language learning.

Given the wording of the task, it is probable that candidates would recommend the book for class study. However, they would not be penalised for saying that it would be an unsuitable choice provided that they justify their opinions.

ORGANISATION AND COHESION

Clear organisation into paragraphs with suitable linking devices. Headings may be an advantage.

RANGE

Language of narration, recommendation and evaluation. Vocabulary related to studying *The Pelican Brief* and to language learning.

REGISTER

Formal to unmarked – must be consistent.

TARGET READER

Would be informed as to whether or not *The Pelican Brief* would be an appropriate choice for study in the candidate's class.

Paper 3 Use of English

Part 1

1 B 2 B 3 A 4 A 5 B 6 C 7 D 8 A 9 C
10 C 11 C 12 B

Part 2

13 for/over 14 in 15 although/though/while/whilst
16 and 17 it 18 like 19 the 20 which 21 were
22 is 23 that 24 without 25 to 26 not
27 but/except/beyond/ besides

Part 3

28 environmental 29 endangered 30 enable
31 willingness 32 permission 33 offence
34 inappropriate 35 preferable 36 erosion
37 destruction

Part 4

38 point 39 shot 40 run 41 hard 42 carried

Part 5

- 43 A great/good deal of work is required to make a good documentary film.
44 'Please take immediate action/steps/measures to find a solution / an answer to this problem!' said the Managing Director.
45 Concerns are being expressed with/in regard to the poor quality of the water.
46 Students with an ID card are / will be admitted free of charge.
47 I am really grateful to you for sending me the information about voluntary jobs abroad.
48 I don't think you will / you'll have much difficulty / trouble (in/with) learning to drive an automatic car.
49 The lift has been out of order for a week.
50 Fatima's marriage came as no surprise to Paul.

Paper 4 Listening

Part 1

1 B 2 A 3 A 4 B 5 B 6 A

Part 2

7 east 8 ash(es) 9 bell 10 port/harbour 11 oak
12 factory 13 (plenty of) cream 14 plastic (foods)

Part 3

15 C 16 D 17 A 18 C 19 D 20 B

Part 4

21 D 22 B 23 G 24 E 25 F 26 A 27 B 28 F
29 G 30 H

Model paper

Recording script CD3 Track 2

This is the Cambridge Certificate in Advanced English, Listening Test.

I'm going to give you instructions for this test.

I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you will hear this sound:

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

PART 1 CD3 Track 3

Now open your question paper and look at Part One.

You'll hear three different extracts. For questions one to six, choose the answer (A, B, or C) which fits best according to what you hear.

There are two questions for each extract.

Extract One

You hear part of a radio programme in which a recent prize-winning book is being discussed. Now look at questions one and two.

Man: Now, what makes a good science book? Is it one that satisfies an appetite for knowledge or maybe one that restores a sense of wonder in the world? Maggie, you were one of the judges – what criteria were you using?

Woman: Well, the factual content has to be up to the mark of course. But, as so often is the case, it's the dynamism of the writing. Interestingly, our top choice this year was about the sea and though none of the judges were experts in that field, we were just bowled over. We really felt we were there with the divers.

Man: Yes, but there was also a lot about jellyfish.

Woman: But they're extraordinarily beautiful, aren't they?

Man: It's incredible – how is it that someone comes to spend his or her life studying jellyfish and I think, to me, that's one of the pluses of good science writing. While scientists are completely like the rest of us in some ways, they're also remarkable in how they choose to spend their time – totally focused on something most of us give no thought to at all.

REPEAT

Extract Two

You hear a man called Ian telling a friend about learning to play the piano.

Now look at questions three and four.

Woman: I hear you're quite an amateur musician, Ian. So what made you take it up?

Ian: I'd had a very worrying time, trying to hold work together and stave off redundancy, so when it all came to a head and I lost my job, I felt a sense of release. We'd inherited an old piano, and a neighbour started teaching me to play. You get an incredible feeling of learning to do something you couldn't do before – pretty unusual these days! And then I nurture the probably vain hope that I may be able to join a string quartet one day!

Woman: You say your music teacher is your neighbour. How does that work?

Ian: Well, just like any other pupil-teacher relationship. Just because I might occasionally bump into her in the street doesn't mean I should take her for granted. She hasn't got a degree in music, but wow, is she gifted when it comes to playing! And nobody could be more creative in thinking up ways of appealing to the musical side of me. She does sometimes get irritated with me, but I owe her so much. Without her I'd never have got this far.

REPEAT

Extract Three

You hear part of a radio discussion about the work of the nineteenth-century writer, Charles Dickens.

Now look at questions five and six.

Interviewer: People disagree about Dickens' work. Some love him while others find him overpowering. Which side are you on, Alan?

Alan: The thing about his work is that it's ridiculously uneven. This makes it hard to choose one novel and say this is *the* masterpiece. Within his huge output there's so much daring stuff. Also what's attractive is that he didn't spend months pondering about the structure and the plot. He just went for it. I admire his nerve and the way he pulled it off against the odds.

Interviewer: Dickens started his career as a writer very young, didn't he?

Alan: He had a few false starts – the law, and he worked in parliament – then his first success came when he was twenty-four. I can relate to his desire to find the right path. I was under pressure to follow a proper profession and the fact that I wanted to go into journalism took ages for my parents to come to terms with. They thought I'd never make any money. I can sympathise with his restlessness and his fear of settling down to being a banker, for example, as that would have been so limiting.

REPEAT

That's the end of Part One.

PART 2 CD3 Track 4

Now turn to Part Two.

You'll hear the food historian Nina Travis talking about the tradition of smoking fish in the Scottish town of Arbroath. For questions seven to fourteen, complete the sentences. You now have forty-five seconds to look at Part Two.

Nina Travis: Today I want to discuss the tradition of fish-smoking and one particular type of smoked fish that's experiencing a revival. Smoked fish, particularly salmon and mackerel, are regularly eaten in the UK and around the world. Salmon farms have grown up in the west of Scotland, especially around the islands. Another great and less well-known fish delicacy is smoked haddock. It's called the 'Arbroath smoky' as it was produced in Scotland in a town called Arbroath, situated on the east coast. This is the smoked fish I want to focus on.

Q7

today. Historians tell us that the tradition of fish-smoking was brought to Scotland by Scandinavian seafarers over a thousand years ago.

There's also a less reliable but more homely folk tale in Arbroath itself. Haddock used to be salted to preserve it and kept in wooden barrels. According to this tale, an old house burned down and when people were digging through the ashes to see if there was anything left, they came across some salted haddock that had been smoked in the fire. They tasted it, found it delicious and that's how smoked haddock started! Whatever the origin, when the trade was at its height in Arbroath, fishermen would go out to sea early in the morning and bring the haddock back. A man would be sent round the town with a bell to tell people that the boats were in, the equivalent of today's loudspeaker, I suppose. People would rush down to the port, where the fish was auctioned off, rather than being sent by lorry to the big cities as would be the case today. The traditional process was to clean the haddock, remove the heads and fasten the fish together in pairs before leaving them in salt overnight. The fish were then hung on sticks and suspended over the fire in the smokehouse. They were smoked over a hard wood such as oak, rather than the more available pine, for reasons of flavour. Most small family-run businesses have faded out but a company has recently relaunched the 'smoky' in its traditional home – Arbroath. They've built a state-of-the-art factory there to produce the smoked fish in large enough quantities to sell to supermarkets. But what can you do with smoked haddock? In fact it's a very easy fish to handle. You just remove the backbone and the fish can be eaten cold or hot. My favourite method is to put the fish in a dish with, for example, onions and mushrooms, cover it with plenty of cream, bake it and serve it hot with potatoes or as a filling for pancakes. Let's hope the relaunch succeeds. Throughout Britain now, so many people are eating what I call 'plastic' foods which are mass-produced and taste horribly bland, while here's a traditional regional product which tastes delicious. Good luck to the smoky!

Q8

Q9

Q10

Q11

Q12

Q13

Q14

Now you'll hear Part Two again.

REPEAT

That's the end of Part Two.

PART 3 CD3 Track 5

Now turn to Part Three.

You'll hear a radio interview in which a composer, Sam Tilbrook, is talking about his life and work. For questions fifteen to twenty, choose the answer (A, B, C or D) which fits best according to what you hear. You now have one minute to look at Part Three.

Interviewer: In the studio with me today is Sam Tilbrook, whose recent work has confirmed him in most critics' eyes as one of the foremost Canadian composers. Let's go back to your musical beginnings for a moment, and the thing that triggered your musical career – your mother insisting you should start learning the clarinet.

Sam Tilbrook: Well, she didn't have to insist. Because I was singing in a choir, I'd already been taught to read music, and that gave me the urge to write music – it was a purely instinctive thing, the next step, if you like. So I loved the idea of the clarinet and I've composed a lot for it over the years, even as a student.

Interviewer: So, did you know about music when you started studying at the Toronto Music College?

Sam Tilbrook: I knew nothing about the rules of composition, and when I was confronted with official tuition, I found it difficult to make it tally with my own feelings about composing.

Interviewer: It was very brave of you to say, 'I know what the sound of my music is, and although my elders and betters are applying these incredibly persuasive systems, that's not for me, because it won't allow me to reveal what I can hear inside my head.' That's your approach, isn't it?

Sam Tilbrook: It's more complex than that. What I do when composing is improvise a chord I like, then break it down to see if I can produce more of a similar type of sound. I add to it over time, so it's hardly like a bolt from the blue.

Interviewer: You've never had any impulse to follow the classical disciplines, have you?

Sam Tilbrook: I wouldn't say that exactly. But I do have a problem with music that imitates classical forms, and then fails to deliver the goods.

Interviewer: I think you've said that as soon as you started composing, you were profoundly affected by the French composer Olivier Messiaen. What did he do for you?

Sam Tilbrook: Q17 It wasn't so much the way he composed, it was what he *did* that gave me hope. Funnily enough, to listen to him – not that I ever met him – you'd think he was steeped in tradition from the beginning of time! But in fact he invented a new sort of music in one go ...

Interviewer: Like including birdsong in some of his pieces ...

Sam Tilbrook: Which I considered putting in one of my symphonies, and then thought better of it – yeah!

Interviewer: Now let's talk about theatre, and the huge role it's played in your composing.

Sam Tilbrook: Well, it was pretty important to me. I used to act in an amateur dramatic society at school.

Interviewer: And that ignited your feeling for drama – Q18 when someone stepped on the stage, it was magic?

Sam Tilbrook: That sort of thing. It was extraordinary, having to learn your lines by heart and then deliver them under a spotlight. You're on your own out there! Acting or playing an instrument in public – it's quite a challenge.

Interviewer: Your latest work took you a long time to write. Do you enjoy the whole process of composing?

Sam Tilbrook: I find it incredibly painful, sometimes terrifying, although I don't have an artist-must-suffer syndrome. I totally believe in what I'm doing, in the moment. So it's pretty hard, in the context of my work, to lay off for a while.

Q19 And very often if I come up with an answer to a problem, I'll just walk away from it – it's too easy.

Interviewer: The moment you have some sense of certainty, you think, 'Forget it!'

Sam Tilbrook: Unpredictability certainly appeals to me more.

Interviewer: You talk a lot about art versus music. Maybe you envy modern artists who can put their intuition directly onto canvas, which is something composers can't do?

Sam Tilbrook: Q20 There's no equivalent in music to taking a big brush, making a gesture, completely unplanned, and seeing what the effect is. My work is intensely practical – it's slowly constructed out of tiny carefully-chosen elements. Painting can be more spontaneous, less considered, but that kind of art means the public may not get much out of it after their first encounter with it.

Interviewer: Sam Tilbrook, thank you for being with us.

Now you'll hear Part Three again.

REPEAT

That's the end of Part Three.

PART 4 CD3 Track 6

Now turn to Part Four.

Part Four consists of two tasks. You will hear five short extracts in which people are talking about education. Look at Task One. For questions twenty-one to twenty-five, choose from the list A to H each person's occupation. Now look at Task Two. For questions twenty-six to thirty, choose from the list A to H what each person is doing when they speak. While you listen you must complete both tasks. You now have forty-five seconds to look at Part Four.

Speaker 1: You can do all sorts of courses at college nowadays, get qualifications in things you never even knew existed. It's marvellous really. Q21 What we really need to know is how hard to push her. We neither of us went to college Q26 ourselves, and we don't really know how much work they have to do. Is she doing enough homework? It seems like a lot to us, but as I say, we can't tell.

Speaker 2: Q27 The thing that concerns me is that higher education is not fitting young people for the world in which they are going to find themselves. It's no use their dreaming up fancy policies if they produce too many teachers and not enough mechanics. They should be more in touch with the real world – turning out people to fit jobs we want done in the manufacturing industries. Q22 We can't be expected to turn in a profit if we can't get the labour with the right skills.

Speaker 3: When I started, I thought they'd be difficult to handle, wandering about, trying to fiddle with things, touching the things on display. Actually, they're usually very well behaved. And they're much better informed than most members of the public. It's often a visit that ties in with a history project and sometimes I help the teacher prepare worksheets. They ask some difficult questions, too, sometimes. It's quite challenging, in a pleasant sort of way.

Speaker 4: Well, we do sometimes get a youngster coming in from his school with glowing reports about how many junior records he's broken and so on. But we don't take too much notice of that.

Q24 & Q29 What we do is, we put everyone through three months of intensive training, mainly to get rid of all the bad habits they've picked up, and see they're really fit, and then we start selection and specialisation after that. We find it works really well.

Speaker 5: I know you've all been wondering about the details for next week. Well, I can now tell you that the Education Minister herself will be on the campus for most of the day on Wednesday, and she will be spending part of the morning in this faculty, looking in on some lectures and having coffee with us here in the common room. I myself will be lunching with her along with other department heads and the senior administrative staff.

Now you'll hear Part Four again.

REPEAT

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.

You have one more minute left.

That's the end of the test. Please stop now.

Your supervisor will now collect all the question papers and answer sheets.

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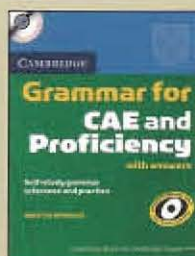
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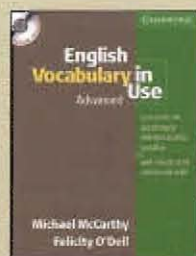
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